

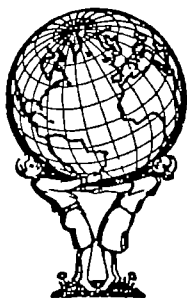
CUK-H03950-8-P17634. p17634

BULLETIN

OF THE

INTERNATIONAL BUREAU
OF EDUCATION

GENEVA



UT PER JUVENES
ASCENDAT MUNDUS

GENEVA
INTERNATIONAL BUREAU OF EDUCATION

INTERNATIONAL YEARBOOK OF EDUCATION 1954

It was in 1933 that the first volume in French of this work on comparative education appeared, whereas the English edition dates from 1948.

Sixty-three countries have collaborated in this sixteenth issue of the International Yearbook of Education, which contains data on certain countries which have never contributed before.

The detailed reports on educational progress in 1953-1954 in all the countries mentioned are followed by a list of the leading officials in their Ministries of Education, and preceded by a survey of educational developments classified by categories and thus serving in some respects as a countries and subject index.

It is interesting to recall today that, in the first volume of the Yearbook, the chief characteristics of the school year 1931-1932 in the thirty-five countries studied were the following: (1) first repercussions of the economic crisis on education, (2) measures proposed for the improvement of the professional training of teachers, (3) new advance of modern educational methods in public schools, (4) generalisation of secondary education, (5) development of continuation schools and popular adult education.

These characteristics can be studied alongside the trends in educational developments noticeable in 1953-1954, which may be summarized as follows:

(1) There were opposing trends towards centralization and decentralization in the field of school administration. Moves towards decentralization were especially in evidence in the domain of higher education.

(2) Educational expenditures increased, in all the countries giving details of them, by an average of 11-12% as compared with the preceding year.

(3) School building needs absorbed a considerable part of educational expenditures, but were nowhere fully met. For the first time there were cases where secondary and vocational education took precedence in this field over primary education.

(4) Enrolments rose at all levels of education. Primary and secondary school populations, in the countries giving details of them, increased by an average of 5% and 8% respectively. Some ten countries dealt with the situation by fostering the expansion of independent schools.

(5) Primary curricula and syllabuses were revised in roughly a third of the countries from which reports were received.

(6) Secondary curricula and syllabuses were revised in no less than a half (as compared with a quarter in the preceding year) of the countries from which reports were received. This fact, in conjunction with the new emphasis given to the building needs of secondary education, confirms the view that in the year under review the growing point of education was to be found in the secondary field.

(7) Vocational curricula and syllabuses, especially those relating to commercial courses, also came up for revision in the light of modern requirements.

(8) Teachers continued to be in active demand, owing to increasing enrolments and the persistence of other critical factors. Recruitment campaigns gave gratifying results in some countries, and offered grounds for hope.

(9) Improvement was sought in primary teacher training in a half of the countries from which reports were received, in secondary teacher training in no less than a quarter, and in vocational teacher training in a seventh.

(10) Modifications of teachers' salary scales and allowances were made in just over a third of the countries from which reports were received. Welfare measures included increased attention to the provision of houses for teachers.

By taking cognizance of educational progress beyond the boundaries of their own countries, those who have any responsibility whatsoever in the field of education will find in the International Yearbook of Education 1954 a source of stimulation. Furthermore, professors of education in universities, institutes of education, and training colleges will be able to draw from it numerous up-to-date examples of scholastic achievements to illustrate and enliven their lectures.

INQUIRY ON THE TEACHING OF ART IN PRIMARY AND SECONDARY SCHOOLS

QUESTIONNAIRE ADDRESSED TO THE MINISTRIES OF EDUCATION

I. PRIMARY SCHOOLS

A. *Place of Art in Curriculum*

1. What name is officially given to "art" in your country's primary school curriculum?
2. In what classes and at what ages do primary school pupils receive instruction in art (drawing, painting, modelling, engraving, etc.)?
3. How many hours a week are devoted to the teaching of art in each class?
4. Is art taught as a separate subject, or is it taught together with other subjects which it serves to illustrate and illumine? If taught as a separate subject, how is it coordinated with other subjects?
5. Is art an optional or a compulsory subject? If it is a compulsory subject, are there examinations in it, and, if so, what importance is given to it, in comparison with other subjects, in promotion and school leaving examinations?

B. *Aims Assigned to Art Teaching*

6. What aims do the education authorities assign to the teaching of art (development of imagination, creative power, and ability to observe; self expression and self control; general and intellectual training; training of artistic taste; acquisition of techniques; etc.)? Kindly give a summary of official texts concerning the aims assigned to art teaching in primary schools.

C. *Syllabuses*

7. Kindly give a summary of the art syllabus for each primary school class.
8. Do boys and girls have the same syllabuses? If not, in what respects do they differ?

D. *Teaching Methods and Materials*

9. Are there any official suggestions or instructions on methods of teaching art? If so, kindly give a summary of them. If not, kindly indicate the teaching methods most commonly used.
10. In the methods of teaching art, what importance is attached to (a) free expression, (b) models, and (c) the analysis or criticism of works of art, and the history of art?

11. Is use made of group or team work for the making of "collective drawings", the decoration of the classroom, the making of scenery for a play, etc.?
12. (a) What materials are used for teaching art (exercise books, large sheets of paper, gouache, water colours, oil paints, coloured pencils, pastels, modelling clays or pastes, linoleum, pens, brushes of different sizes, other instruments, etc.)?
(b) Do the children receive these materials free of charge, or do they have to pay for them?
13. What opportunities are the children given of seeing works of art (art books in the school library, collections of engravings at the school, decoration of the school, visits to museums, monuments, etc.)?
14. Has your country any central service for organizing the circulation of either original works of art or reproductions (monochrome or in colour) among the schools? If so, kindly describe how this service works.
15. Are exhibitions, competitions, and exchanges of children's art work organized? If so, are such exhibitions, competitions, and exchanges ever international in character?

E. Teachers

16. Is art taught by (a) class teachers or (b) specialist teachers?
17. Is the status of art teachers the same as that of other teachers (in regard to such matters as appointment, salaries, etc.)?
18. (a) What kind of training do art teachers receive?
(b) Do in-service art teachers have opportunities for practical training or further training?
19. Is there any service of "art advisers" which influences the schools of a given locality or area in regard to the teaching of art?
20. Are there any associations of art teachers? If so, do they publish a journal, organize conferences and further training courses, etc.?

F. Miscellaneous

21. Kindly add any additional information you deem of value concerning the teaching of art in your country's primary schools.
22. Kindly send with your reply, if possible, the primary school art syllabuses and any other documents you deem of interest.

II. SECONDARY SCHOOLS

On the basis of the above questions, kindly give an account of the teaching of art in your country's general secondary schools and in the general classes of other establishments at secondary level.

I. THE EDUCATIONAL WORLD

The International Bureau of Education will be grateful to all editors of journals willing to collaborate in its work of providing educational information on an international scale by reproducing the news items which they find particularly interesting.

ARGENTINA

Dean of Faculty For the first time in the university annals, a woman has been promoted to the post of dean of the faculty of philosophy and letters and of educational science at the University of the Littoral at Santa Fe. *IBE — 378 (82)*

School of Diplomacy Established A school of diplomacy has been established in connection with the faculty of law and social science at the University of Buenos Aires. A first degree will be awarded after completion of four years of study. A doctor's degree in diplomacy and a diploma of diplomatic capability are also contemplated, according to the regulations of the new school which have been approved by the university council. *IBE — 378 (82)*

AUSTRALIA

Committees of Enquiry In Victoria, a committee of enquiry has been set up to examine primary and secondary education in the state and to prepare a progressive educational programme to cover the next twenty years. In New South Wales, the committee of enquiry recently set up by the Education Department to survey secondary education has begun its investigations. *IBE — 37 P (94)*

Seminar on Visual Arts in Education A national seminar on visual arts in education was recently held in Melbourne, and attended by some sixty persons, including representatives of the major art societies and educational organizations in Australia. The aim of the seminar was to examine the place of art in the education of the community with a view to stimulating thinking and discussion on this important subject. A number of resolutions were adopted dealing with art education and the child, art in secondary education, art and adult education, and art and teacher training. *IBE — 375.72 (94)*

Deaf and Hard of Hearing Children The thirty-two recommendations contained in the report of the special committee, recently set up in South Australia to inquire into the education, training and assistance of the deaf and hard of hearing children, include proposals that the Education Department should be responsible for the provision of appropriate education for such children within the state, that any degree of deafness or hardness of hearing in one or both ears of anyone under 16 years of age should be proclaimed a notifiable disease, and that a deafness and guidance clinic should be established. While maintaining that the parents

of deaf children should be legally obliged to send their children to a school or have them educated in other ways, the committee did not consider that a hard of hearing child should be placed in a special school if he or she was able to make satisfactory progress in an ordinary school. *IBE — 371.912 (94)*

Accident Insurance for Schoolchildren As a result of negotiations between the Association of Education Committees and a large insurance company, with the approval of the Minister of Education, an insurance covering accidents to pupils occurring between the time they leave home until their return from school, has been introduced in the public schools of South Australia. The annual subscription has been fixed at four shillings per pupil. *IBE — 371.27 (94)*

Book Week The 1954 "Children's Book Week", instituted for the first time in Australia in 1945, was organized around the theme of becoming friends with books. It sought, on the one hand, to draw the attention of local authorities to the problem of children's books and, on the other hand, to encourage the children to choose their reading well, and to help them in this respect by opening study circles to discuss the books read, etc. *IBE — 371.861 (94)*

Chair in Education The University of Adelaide, South Australia, has decided to establish a Chair in Education at that university. *IBE — 371.124 (94)*

AUSTRIA

Rural Youths Visit the Capital The success of the scheme, referred to as "A Week in the Capital", initiated last year by the Ministry of Education for the benefit of country schoolchildren, has led the said Ministry to extend the scheme to young apprentices and farm workers. The first three groups to profit by the scheme were composed of apprentice turners from the vocational schools of Murau and Judenburg, and the apprentices from the Frauenthal porcelain factory (Steiermark). *IBE — 371.256 (436)*

School for Workers The second school for workers in Linz celebrated the 25th anniversary of its foundation in 1953. Intended solely for young workers who have not had a secondary school education, it offers such persons a full secondary course corresponding to four and a half years' intensive study in the evenings and on Saturday afternoons. Out of the 1,199 adults who have attended the workers' secondary school during this period, 321 have successfully passed the matriculation examination and are thus eligible for university entrance. Two other similar schools have been opened in Austria, one at Graz and the other in Vienna. *IBE — 373 — 374.1 (436)*

BELGIUM

Recognition of Service Abroad A new law recognises the pension rights of former members of the teaching and administrative staffs of government, provincial and communal educational establish-

ments, and of independent approved and aided educational establishments, and also of school inspectors, who gave up their posts in Belgium to take up educational work abroad. *IBE* — 371.15 (493)

School Medical Inspection The Ministers of Education and of Public and Family Health have agreed to reform school medical inspection. A commission comprising representatives of the two departments has been appointed for this purpose. *IBE* — 371.75 (493)

Travel Scholarships The foundation "Belgian Youth Abroad" has established ten scholarships for travel abroad, each of Fr. 5,000, for secondary school pupils finishing their studies. These scholarships will enable them to study, through direct contact with life, one aspect of the country chosen as objective, as set out in the preliminary plan submitted to the foundation by the candidate. On completion of the tour each beneficiary must send in a report. Candidates must agree to travel alone for at least a month, either on foot or on bicycle, once they have reached the country of their choice. They are forbidden to accept any other financial support than that of the scholarship awarded, but they may receive payment for any services rendered during their tour. *IBE* — 379.67 — 371.256

BOLIVIA

Requirements for Recognition as Teachers Among the modifications introduced in Bolivia in the organization of teacher training, is a regulation requiring each prospective teacher before leaving the normal school to teach at least ten illiterate persons to read and write. *IBE* — 371.15 — 379.635 (84)

BRAZIL

Public and Private Schools Whereas 83% of secondary education establishments belong to private concerns and 17% to public bodies, the position is reversed with regard to primary education, since 82% of the primary schools come under the jurisdiction of the public authorities. *IBE* — 379.4 (81)

Diplomas and Professional Needs The Federal Ministry of Education registered 7,605 higher education diplomas during 1951. It is worthy of mention that the number of law degrees (1,338) represented nearly a fifth of the total awards and exceeded the number for doctors (1,231) and for chemists (368). *IBE* — 378 (81)

BULGARIA

Teacher Training Twenty-three schools of education, ten teachers' institutes and a university education section are responsible for the training of the various categories of teachers in Bulgaria. The Higher Institute of Physical Education, the Academy of Music and the Academy of Fine Arts train candidates as professors of physical education, singing and art respectively. A further training institute, established in Sofia, enables primary and secondary teachers to specialize more thoroughly in their particular subjects. *IBE* — 371.12 (4972)

Kindergartens At the present time the number of kindergartens in Bulgaria amounts to 6,049 (of which 2,000 are permanent and 4,049 seasonal). They are attended by more than 250,000 children. According to the estimates of the second five-year plan, 45% of the children of pre-school age will be able to attend kindergartens by the end of 1957. *IBE — 372.21 (4972)*

CANADA

School Enrolments and Buildings As the school population of the province of Quebec is increasing at an average of 28,000 to 30,000 children per year, it is necessary to provide at least a thousand new classrooms. The raising of the school leaving age still further stresses the need for new school premises. The school building service has developed considerably during the past few years and works in collaboration with the school boards. During the year 1953-1954, 377 new schools comprising 2,006 classrooms were constructed at a cost of more than 39 million dollars. The Education Department has agreed to credits amounting to more than 25 million dollars. *IBE — 371.6 (71)*

Steps Towards More Uniform Teacher Training The wide variety of teachers' certificates in Canada and the consequent difficulty of comparing standards has long been a problem, particularly as regards teachers transferring from one province to another. This has led to a noticeable trend towards the simplification of teaching certificates and to a more standardized practice in training methods. The province of Saskatchewan has set the example by reducing the number of types of certificate from eleven to three, exclusive of certain types of specialist certificates. *IBE — 371.12 (71)*

Superannuation Changes In the province of Ontario, the number of years to be used in calculation of average salary for superannuation purposes has been reduced from the last 15 to the last ten years of teaching. In New Brunswick, the average salary for superannuation purposes will in future be calculated on the five highest consecutive years rather than the last five years of teaching. *IBE — 371.15 (71)*

Educational Research A permanent body to deal with educational research has been appointed in the province of Alberta. The new organization consists of two committees. One of these, consisting of the dean and other members of the faculty of education of the provincial university, will receive and make suggestions for research projects, approve a programme of research, appoint project directors, approve project budgets, and publish an Alberta "Journal of Education Research". The second, an advisory committee, composed of two representatives each of the faculty of education, the Department of Education, and the provincial associations of teachers and school trustees, and the home and school association, will have a two-fold function: to recommend research projects to the attention of the research committee and to assist in financing the work. *IBE — 37 P (71)*

Correspondence Education As a step to alleviate the shortage of qualified teachers, provision has been made in Nova Scotia for pupils in schools for which teachers cannot be secured to study the courses of their grades by correspondence under the direction of "supervisors" appointed by the local education authorities. Courses to cover all the subjects of each grade are provided and corrected by the "Correspondence Study Branch" of the Department of Education. A similar system is already in use in several other provinces. *IBE — 371.295 (71)*

Team Work in Schools Some 500 teachers from all parts of Canada participated in the discussion of the fifth Canadian conference of French language teachers (Alcef), convened at Trois-Rivières to study the possibilities of team work amongst the teachers themselves, and then between teachers and pupils, parents, and the community. *IBE — 371.18 (71)*

CHINA

Day Nurseries and Kindergartens The number of day nurseries and kindergartens is constantly growing in the towns. In the town of Peking alone, 435 centres care for more than 20,000 young children. In the villages, the seasonal day nurseries opened at harvest time and at other times of busy field work have become very popular. Many permanent day nurseries have also been organized by the agricultural producers cooperatives. *IBE — 372.21 (51)*

Agronomy University The Agronomy University, founded in 1949 by the amalgamation of the agronomy colleges of Peking, Northern China, and Tsinghua, reorganized its courses and its faculties in 1952 in order to produce better coordination of the subjects taught. Instead of the twelve departments which formerly constituted the university, there are now only the following: agriculture, horticulture, soil preservation, agronomy, agricultural chemistry, veterinary science and stock breeding, and agricultural economics. *IBE — 378 (51)*

COLOMBIA

Houses for Teachers The government has been making efforts to give teachers private accommodation. With this aim in view, the secondary education department is organizing a cooperative for teachers, which will have credit, food and building sections financed by the teachers in proportion to their salaries, and by State subsidies. *IBE — 371.15 (86)*

Helping Private School Pupils The Ministry of Education is studying the possibility of extending to private school pupils the medical and dental services and the anthropometrical control now enjoyed only by the pupils in the national secondary establishments. *IBE — 371.75 (86)*

DENMARK

Matriculated Teachers The teacher training changes, which came into force at the beginning of the school year 1953-1954 following an experimental period initiated in 1948, establish on a firm basis the new form

introduced in the first place to help overcome the shortage of teachers. By this measure, candidates for the teaching profession who have already matriculated will be admitted to a three-year training course instead of the normal four-year course for primary teachers. *IBE — 371.12 (489)*

Free Secondary Schooling According to the Danish constitution, all children of statutory school age have the right to free instruction at primary schools. A recent law now makes provision for free instruction and free textbooks at all public schools regardless of the children's age, thus extending gratuity to secondary schooling. *IBE — 379.62 (489)*

For the Benefit of Private Schools In Denmark, independent or "free" schools only cater for about 3% of the children of compulsory school age. Such schools may be exempted from public inspection provided that the representative they choose as supervisor is approved by the Ministry of Education. Government subsidies to "free" schools have recently been increased so that they now amount to 80% of each school's expenditure. *IBE — 379.4 (489)*

EGYPT

International Study Centre An international student centre has been constructed in the grounds of the Cairo University at Giza. It was opened in July, 1954, as a social meeting place for students of all nationalities studying at the Egyptian universities, and as a rest centre. *IBE — 378.9 (62)*

FINLAND

First-aid and Safety Teaching Life-saving of drowning persons has been included in the curriculum of primary schools in connection with swimming instruction, and the giving of artificial respiration has been made an integral part of the courses in health education. Teachers have been asked to lay special stress during the ordinary school work on accident prevention. *IBE — 371.732 — 375.831 (471)*

Limiting Secondary School Enrolment The secondary school entrance examination now consists of two subjects only, the mother tongue and mathematics, instead of four as hitherto, and special stress is laid on the progress of the pupils in their respective primary schools and on the teachers' reports. Since the problem of overcrowding in secondary schools is becoming more and more acute, a special committee has been appointed to study the problem and to make selection more thorough and just. *IBE — 371.232 (471)*

Cold School Meals On the initiative of food physiologists, experiments have been carried out to replace the hot meal formerly served in schools by non-cooked food consisting of bread, cheese, butter, and sausages, together with apples, carrots, rutabagas, or other vegetables. As the results are not yet conclusive, the experiment is to be continued. *IBE — 371.27 (471)*

FRANCE

Open-air Centres in Paris Established in 1951 in five different districts, the "open-air centres" in Paris, now numbering eleven, were attended by 7,620 children in 1954, during the period (7th July—9th September) when they were open. Each morning special motor buses fetched the children from the schools chosen as meeting places and took them to the nearest suburban "open-air centre". They remained there for the whole day, partaking of the usual school lunch at term-time prices, having a snack in the afternoon, and being taken home again in the evening. Teachers—mostly supply teachers—who have all followed an introductory course in activity methods, supervised the centres. *IBE — 371.871 (44)*

Local Archives and Neighbourhood Studies Lectures have been organized in teacher training colleges on communal archives and their use, with the object of introducing teachers to historical methods of research. Much the same idea is behind the competition on documents they have studied open to pupils from the age of twelve years. *IBE — 375.991 (44)*

Foreign Languages in Complementary Courses Twenty posts for modern foreign language assistants have been established in several of the complementary courses chosen on an experimental basis. Fifteen of these posts will be reserved for assistants teaching English, and the others for assistants teaching Spanish, German and Italian. Such assistants will have the same status as their colleagues teaching in the secondary or normal schools. They will be appointed by the primary education directorate, and will receive a salary equivalent to that of a supply teacher. *IBE — 375.13 (44)*

School Furniture A decree of 1st October, 1954, stipulates that the seats in the playrooms, playgrounds and other premises of nursery and infant schools must be provided with backs; that the tables must be horizontal and painted in light colours, metal tables being prohibited. For the 1st and 2nd grades of the technical schools, individual class furniture is recommended. The decree also stipulates that, for pupils under 14 years of age, the seat must be attached to the table, the back of the seat curved and tilted slightly backwards in accordance with technical specifications; neither the back nor the seat itself may be of metal, and there must not be any footrest connected with the table. Under the table-top there must be a book rack open both at the side nearest the child and at the teacher's side, so that the contents of the rack may be visible at the teacher's side. Under no pretext may the table and the seat be painted black; for preference, light colours should be chosen. *IBE — 371.631 (44)*

Higher Council for Overseas Fundamental Education A decree published in the *Journal officiel* for 8th October, 1954, sets up a higher council for overseas fundamental education whose task it will be to centralise all information relative to fundamental education in both French and foreign countries, to study and coordinate the programmes for this type of work drawn up by the territorial or federal commissions, and to give its advice on these programmes to the Minister of Overseas France. *IBE — 371.98 (44)*

School Traffic Patrols The prefect of the police in Paris, together with the chief persons responsible for Parisian traffic circulation and representatives of the teaching profession, attended the official inauguration of the first "school patrol" in Paris. When the primary school closes, six young scholars put on their baldricks and white armlets labelled "Protection of Schools", and attempt to allow their comrades to cross the road to the rhythm set by the traffic lights.

Parents and Teachers A meeting between parents and teachers of pupils in the sixth class, at Valence, has led to the following conclusions: the necessity for setting aside a time for homework; for getting children to read aloud at home; for consulting the school notebook daily and answering the teacher's observations; for visiting the secondary school when a series of bad reports are given in the notebook, in order to discover the cause and remedy the trouble; and, from the material point of view, for lightening the children's burden as much as possible. *IBE — 371.026 (44)*

Higher Education by Correspondence The National Centre for Education by Correspondence, a public establishment preparing house-bound or isolated pupils free of charge for the baccalaureate examination, is to extend its courses to include higher education. From 1955, it will undertake to prepare for the theoretical examinations of the majority of certificates of aptitude for secondary and technical teaching. No tuition fees will be charged, but a deposit of 2,000 French francs is requested to cover the cost of postage. *IBE — 371.295 — 378 (44)*

Workshop for the Under Twelves In 1953, the educational service of the Museum of Decorative Art set up a workshop for children under twelve years of age for the purpose of training the children's taste, sensibility and skill by placing before them art specimens to foster their imagination. Children between six and twelve are admitted. Each Thursday (school closing day) they visit one of the sections of the museum, then in a special room set aside for the purpose they can settle down to their own creation involving painting, drawing, modelling, engraving, or cutting out. *IBE — 375.72 (44)*

Students and Winter Vacations The national centre for university welfare concerns has been directed to distribute a thousand grants varying between 6,000 and 14,000 French francs to students wishing to practise skiing during the winter vacations. In selecting the beneficiaries, account is taken of their financial situation, their academic merits and their sports activities. *IBE — 378.9 (44)*

GERMANY

Vocational Guidance In accordance with a decree of 23rd July, 1954, headmasters of schools in Hesse are expected to provide pupils about to leave school with information on the problem of guidance and on the various careers open to them. A list of publications dealing with this subject has been printed and distributed to headmasters for this purpose by the school authorities in Hesse. *IBE — 377.94 (43)*

Teaching Practice for Future Secondary Teachers In compliance with the recommendations of the Permanent Conference of Ministers of Education, the majority of the *länder* now require prospective secondary school teachers to have had two four-week periods of teaching practice in a school, of which at least a month must be in a secondary school. *IBE* — 371.12 (43)

Secondary School Inspection An important modification in respect of secondary school inspection has been introduced in Hesse. Whereas inspection of grammar schools was formerly the concern of the Ministry of Education directly, it has now been transferred to the county authorities. *IBE* — 379.31 (43)

Functions of Vocational Schools The Bavarian law defining the functions of vocational schools states that these should extend and consolidate the pupils' general knowledge and education, advance their theoretical and practical training, and awaken and foster religious and professional ethics and a sense of social and civic responsibility. *IBE* — 372.5 (43)

Pupils' Participation in School Management According to the report presented by the delegate of the German Federal Republic to the XVIIth International Conference on Public Education, the practice of allowing the pupils to participate in the management of schools is spreading. Satisfactory results have been achieved wherever such participation has been introduced with caution and wise guidance and the pupils have been set worthwhile tasks. *IBE* — 371.59 (43)

GREECE

Men or Women Teachers? A recent decree-law stipulates that two-thirds of the students admitted to the country's fourteen academies of education shall be men and one-third women. These academies have a two-year course open only to matriculated students. *IBE* — 371.12 (495)

HUNGARY

Secondary Education Reform In order to adapt secondary education to the needs of the five-year plan, the number of secondary technical schools has been increased, and this type of school, with its four-year course, has been placed on a footing of equality with the senior secondary school. The main task of the secondary technical schools is to develop both the general culture and the technical and practical training of the pupils, so that the theoretical training they receive will enable the best pupils to gain admission to the various technical universities. *IBE* — 373.54 (439)

Schools for Workers To enable the children of workers and peasants to have access to higher educational studies, about 2,000 schools have been established for young workers, exclusive of the "*Rewai*" classes which are accessible without entrance examination to young people who have previously followed popular education classes. At the end of one year, or a maximum of two years, these classes are to be assimilated to the

ordinary classes of the junior secondary school. Other courses train young qualified industrial and agricultural workers for the specialised technical matriculation certificate. *IBE — 379.6 — 373 (439)*

Children's Literature in Teacher Training Schools The new primary teacher training schedule includes the study of children's literature and its educational role in the scheme for the teaching of general literature. *IBE — 371.12 — 371.862 (439)*

INDIA

A New Janata College In connection with the five-year development plan, the government of West Bengal has voted a credit of 53,000 rupees for the construction of a Janata college at Kalimpong. The objective of this institution is to train a rural elite capable of taking the responsibilities involved in the cultural and economic development of the villages in the mountainous district around Darjeeling. *IBE — 371.19 — 374 (54)*

Hindi in Secondary Schools The new curriculum of the junior secondary schools in Delhi provides for the introduction of Hindi as a compulsory subject. The study of Sanskrit and of English will begin in the sixth class only. *IBE — 375.1 (54)*

Ajanta Club This organization, established at Delhi and intended to give new life to the social and school activities of the refugee children between the ages of six and twelve years, now has ten centres and a membership of over a thousand. This club brings together children after school hours, teaches them how to use their leisure intelligently and to live harmoniously in a community, and at the same time to become conscious of their responsibilities through the wise use of self-government. *IBE — 371.037 (54)*

IRELAND

Teacher's "Free" Choice of Activities The primary school schedule now in force leaves the teacher free for one half-day per week to teach, if he so wishes, any subject not in the curriculum for which he has an aptitude. This scheme is rich in promises as it gives the teacher opportunity for using initiative and adds greater scope and variety to the curriculum, heightens the pupils' interest, and may ultimately vivify the whole school atmosphere. *IBE — 371.38 (415)*

ISRAEL

Compulsory and Optional Subjects The new State Education Law stipulates that 75% of the subjects in the primary school curriculum must be common to all types of schools, while the remaining 25% must be elective, satisfying as far as possible the requirements of different types of parents or children. *IBE — 375.05 — 373 (569.4)*

ITALY

School Buildings and State Aid In conformity with law No. 645, which came into force in August, 1954, an annual credit of one thousand million lire, for eight years, has been allocated as a contribu-

tion to the communes and provinces, etc., for the construction and repair of school buildings. *IBE* — 371.6 (41)

"Call to School" Courses The "call to school" courses, organized within the general framework of the popular adult education programme, and intended for young people who have recently left the primary schools, have been well attended. The courses usually last for a month. Some 3,319 classes have already been organized in this programme and more than 100,000 pupils have attended them. Many people have asked for the number to be increased, as they are considered as the best link between the primary school and the ordinary working life. *IBE* — 374.1 (45)

Increasing the Influence of Cultural Exchanges Italian teachers who have benefitted by scholarships awarded by the United States met together to inform their colleagues and interested associations of their experiences during their tour, and to make suggestions compatible with the actual conditions in Italy. This action has resulted in the number of beneficiaries of cultural exchanges being considerably enlarged. *IBE* — 379.822 (45)

Physical Education Teachers A recommendation, which would result in the physical education personnel enjoying training equivalent to the training of other specialists, has been presented to the Ministry of Education by the *Comunità Umanistica Educazione fisica e sport* association, which is connected with the Educational Institute of the University of Rome. This recommendation was drawn up, after consultation with a committee of experts, in consideration of the educational, ethical and social value that should be accorded to the teaching of physical culture. *IBE* — 371.12 — 371.73 (45)

NETHERLANDS

Kees Boeke Seventy Years Old The founder and director of the new education school known as *Werkplaats Bilthoven*, near Utrecht, celebrated his 70th anniversary on 25th September, 1954. On this occasion he handed over the direction of his school to his colleague, Mrs. C. Lambert-Anema, to return to the Lebanon, where he first began his educational activity, in order to open a school community for refugee children. *IBE* — 37 C

NEW ZEALAND

New System of Appointments and Promotions Since the revision of salary scales in New Zealand, a draft scheme for a better and more professional system of appointments and promotions has been accepted by the teachers' organization (New Zealand Educational Institute), the Education Boards and the Department of Education. The new scheme classifies teachers in four broad groups or divisions related closely to the salary structure, and provides clear channels of promotion from one division to another. Appointments will be made as at present by Education Boards and in some cases by the Department of Education, but all appointments will be recommended by three-man appointments committees representative of the Education Board, the

Department of Education, and the teachers. All appeal rights now enjoyed by teachers will be preserved in the new scheme. *IBE* — 371.15 (931)

**School Gardening
Certificate**

Teachers who wish to obtain a "school gardening" certificate must pass an examination organized each year for this purpose by the New Zealand Horticultural Institute. *IBE* — 371.388 — 371.12 (931)

NORWAY

**Order of Priority in
School Buildings**

As building materials for schools are still subject to rationing in Norway, the system of dividing the work into stages is being maintained. Priority is given in the first place to classrooms, workshops and kitchens, while the building of gymnasiums, rooms for sewing and needlework, etc., must be postponed for some time. *IBE* — 371.6 (481)

PAKISTAN

Girls' Education

The 5,887 schools and the 46 educational, technical and industrial training centres reserved exclusively for girls are far from satisfying the needs of a population comprising more than 35 million women. The six-year plan, therefore, provides for the establishment of 31 new colleges and training colleges and 4,615 schools of different grades for girls. *IBE* — 376.1 (549)

PERU

Teaching of Mathematics

The education faculty of the National University of San Marcos recently organized a meeting at Lima on the teaching of mathematics, attended by teachers of all school grades. The main objectives of the meeting were to give teachers an opportunity of keeping up to date concerning new techniques, and at the same time of making the results of their own experiments known to others, and of establishing personal relations between mathematics teachers of the various school grades. *IBE* — 375.3 (85)

POLAND

**Country Children
and Towns**

During the last three years, roughly 100,000 children from the most isolated Polish villages have been enabled to spend their holidays in a town and to take part in the visits to historical monuments, theatres, and various enterprises organized for them by the Ministry of Education. Eight holiday centres in the chief towns were placed at the disposal of the country children during 1954. *IBE* — 371.256 — 371.87 (438)

SPAIN

**Equivalence of Commercial
and Baccalaureate Studies**

With a view to coordinating more and more the various subjects taught at secondary level, a recent decree grants equivalence to a great many of the subjects figuring in the study plans for the baccalaureate course and the commercial schools. *IBE* — 379.45 (46)

Houses for Teachers The question of living accommodation for teachers continues to be a major concern of the educational authorities. Consequently, a committee presided over by the Minister of Education was appointed at the same time as the publication of a very detailed regulation dealing with the provision of the necessary funds for building, the distribution of houses when built, the right to benefit by a flat and the conditions under which such right shall lapse, etc. *IBE — 371.15 (46)*

For Children of Agricultural Workers Agricultural enterprises numbering a minimum of thirty children of school age among the families of their workers, and which are situated in rural districts not possessing a school, must undertake to arrange directly for the education of such children or to participate in the construction of a building and in the purchase of the necessary equipment should the Ministry decide to establish a public school in the district. *IBE — 371.97 (46)*

Exhibition of Children's Literature For the fourth time, an exhibition of children's books was organized in Barcelona. It contained more than 4,000 volumes sent by fifteen publishing firms, and was held in prefabricated showrooms. *IBE — 371.861 (46)*

SWEDEN

Educational Experiments Encouraged The practice of educational experiments is being continually expanded. They were conducted in 37 districts during the school year 1953-1954, as compared with 30 in 1952-1953, and the State grant was raised from 475,000 to 600,000 crowns, excluding teachers' salaries. *IBE — 37 P (485)*

Secondary Courses in Primary Schools In furtherance of the principle of bringing secondary education within the reach of all, the school authorities have introduced into the primary schools of a certain number of districts, after the sixth school year, a three-year course leading to the lower school certificate. *IBE — 373 (485)*

SWITZERLAND

Multilateral Secondary Schools The structural reform of secondary education in the Canton of Vaud divides the studies into three stages: (1) a common curriculum for the first two years (10 to 12 years) which will serve as a guidance stage and which will lay stress on the study of French and German; (2) a second stage of four years (12 to 16 years) comprising five parallel sections: (a) pure classical (Latin and Greek), (b) mixed classical (Latin and English), (c) modern languages (three languages), (d) mathematics-science, (e) technical, preparing for the various vocational schools; (3) a third stage of two years open to the pupils of the first four sections of the second stage and leading to the various types of baccalaureate: pure classical, mixed classical, modern languages or languages-science, and mathematics-science. For primary school pupils who, about the age of 12 years, wish to follow secondary studies, a liaison class between the first and the second stage is contemplated. *IBE — 372.42 — 373 (494)*

**Collection of Fruit
for Mountain Schools**

In the autumn of 1954, as previously, school-children in the rich fruit districts came to the aid of the comrades in the mountains by making a collection of apples. This assistance was organized by the "Pro Juventute" association with the collaboration of the teachers. *IBE* — 377.3 (494)

TURKEY**Teachers Enabled
To Study Abroad**

Teaching and other personnel of the Ministry of National Education whose work is outstanding may obtain fully paid leave for study abroad for one or two years to develop and refresh their knowledge of their particular subject. *IBE* — 371.15 (496)

UNITED KINGDOM**Salaries of University
Teachers**

New salary scales for full-time teaching staffs of the universities in England and Wales came into force on 1st October, 1954. It was estimated that the increase in the recurrent grant to universities to meet the new rates would be about £2,250,000 a year. For non-medical professors the grants are related to basic salaries of £1,900 a year in universities and university colleges. Provision for supplementation remains and allows for salaries up to £2,850 a year. For other categories of the teaching staff the salaries range from a minimum of £550 for assistant lecturers to a maximum of £1,850 for certain readers and senior lecturers. *IBE* — 371.15 — 378 (42)

New Village College

The fifth Village College in Cambridgeshire has been opened at Bassingbourn, near Royston. It consists of a secondary modern school and an adult wing. About 320 children from 14 villages are enrolled in the school, which has been so designed that it can be used by schoolchildren during the daytime, and by young people and adults in the evenings and at week-ends. The school grounds extend over 22 acres of which two acres will be used as a school garden complete with a rural science unit. *IBE* — 371.294 — 379.46 (42)

**Centenary of Working
Men's College**

The aims of the Working Men's College, London, which celebrated the hundredth anniversary of its founding in November, 1954, are both educational and social, namely, "to place a liberal education within the reach of working men" and to promote understanding between the several classes of the community by bringing together educated men and those who sought education. Teachers, who number 100, give their services; most of them are members of the universities and the various professions. Nearly 700 students attend voluntarily. *IBE* — 378.92 — 374.6 (42)

**Training College for
Nursery School Teachers**

The new Margaret McMillan Training College at Bradford (Yorkshire) was recently opened. It was in Bradford that Margaret first began her work to provide for all children the benefits of a nursery school training. *IBE* — 371.12 — 372.212 (42)

Teachers of Handicapped Children

The fourth report of the National Advisory Council on the Training and Supply of Teachers is concerned with teachers of handicapped children, the qualifications which should be demanded of them for the various types of handicapped children, the additional training courses needed, and the numbers of the teachers required. It recommends that such teachers should first pass an approved teacher training course, and then spend at least two years in ordinary schools, after which they should have a year's preliminary experience with handicapped children, preferably in a special school, before taking a year's qualification training for teaching handicapped children. *IBE — 371.12 — 371.90 (42)*

Plans for Spastic Children

The National Spastics Society, founded in 1952, by parents of affected children, now has 85 local groups comprising parents in England and Wales with over 4,000 members. Recent statistics show that there are about 10,000 child sufferers in the country. The society plans to set up schools, clinics, sheltered workshops and training centres for spastic children all over the country during 1955. *IBE — 371.916 (42)*

Comics Campaign

A "Comics Campaign Council" was recently formed in England in order to take action against the increasingly serious effects of the sale of the nastier kind of comics to children. The Council has set itself the threefold task of (a) awakening the public to the seriousness of the position, (b) preventing the sale of the unpleasant comics, and (c) fostering the production of healthy and attractive alternative literature for children. *IBE — 371.863 (42)*

Social Origin of University Students

According to a recent Political and Economic Planning survey of students attending universities in England and Wales, the proportion at the universities of children of the working class has increased from a third to a half in the last five years. The proportion of university students coming from non-fee-paying schools rose from 21 % in 1947 to 27 % in 1952. *IBE — 379.6 (42)*

UNITED STATES**American Education Week**

"Good Schools Are Your Responsibility" was the theme of American Education Week which was observed from 7th—13th November, 1954. Ever since 1921 such an observance has been held annually throughout the United States for the purpose of informing the public of the accomplishments and needs of public schools and of securing the cooperation and support of the public in meeting these needs. *IBE — 37 N (73)*

Two Hundredth Anniversary

In the autumn of 1954, Columbia University, New York, celebrated two hundred years of its activity. This famous institution was founded in 1754 and was then known as King's College—now Columbia College. It was later joined by sixteen other separate schools or colleges within the Columbia University programme. From a modest 8 students at the outset, enrolment has grown to 2,200 in the College proper and to 25,000 for the University as a whole. *IBE — 378 (73)*

**National Revenue
and Education**

Although expenditures for education continue to increase, the rate is still slightly lower than the rate of increase in business activity. It is therefore assumed that the economic conditions will permit adequate additional allocations to be made to meet the ever-increasing financial needs of education without resort to special measures of policy. However, many people believe that a greater proportion of the gross national product should be used for education. *IBE — 379.32 (73)*

**Financing of Private
Higher Education
Institutions**

Recently the private colleges situated in a given state have organized a single foundation for the purpose of soliciting funds from corporations and individuals. The corporations have likewise formed a "Council for Financial Aid to Education, Inc.". *IBE — 378 — 379.4 (73)*

**Education and
Economic Problems**

A "Council for the Advancement of Secondary Education", formed by business, industry, labour, and education, through the combined efforts of the National Association of Secondary School Principals and the National Better Business Bureau, is providing funds for a three-year study on economic education for young people in secondary schools. The main tasks of the Council will be: (a) to find out what knowledge and understanding are essential to economic literacy; (b) to propose how much of what is decided to be essential can be successfully taught in high school; (c) to propose ways by which a high school can adjust its curriculum to include the desired economic education and still preserve a satisfactory general education programme; (d) to assemble and to indicate economic information decided to be essential; (e) to cooperate with colleges and schools in the training of teachers for this task. *IBE — 375.44 — 37 P (73)*

Parent-Children Relations In order to solve the conflicts arising between parents and their children, the Parents' Council of a dozen secondary schools in Philadelphia have drawn up a draft convention for submission to the families. The text of this convention, which has been previously examined by a group of parents and pupils of both public and private schools, deals amongst other things with the coming home time limit, meetings between young people, receptions at home, the use and upkeep of the family motor, drink, and family life. The Parents' Council believes that the convention will have the best hopes of success in those families where it is adopted by mutual consent of parents and children. *IBE — 371.02 (73)*

Transport of Pupils

Among the factors contributing towards progress in school attendance, mention should be made of the measures taken to solve the problem of the distance between home and school. It is estimated that more than 130,000 vehicles now transport more than 8,000,000 children to and from school daily throughout the country. *IBE — 371.27 (73)*

**Measures to
Eliminate Segregation**

Five "border" states (Arkansas, West Virginia, Missouri, Maryland, Delaware) and the District of Columbia have begun to combine their separate schools in compliance with the Supreme Court decision on the illegality of segregation in schools.

Although there were several protests, most of the integration steps have been carried out without incident. *IBE* — 377.31 — 379.6 (73)

**Cost and Production
of School Books**

According to a report recently published by the American Textbook Publishers Institute, the average cost per capita of schoolbooks used in the primary and high schools rose steadily from \$2.50 in 1947 to \$3.49 in 1953, whereas during the same period the price of college textbooks showed a slight drop from \$14.25 to \$12.56. The estimated textbook output in 1953 was 45,254,730 textbooks and 70,619,000 workbooks for the primary schools, 16,289,391 textbooks and 10,062,963 workbooks for the secondary schools, and 12,206,445 textbooks and 1,241,817 workbooks for college use. *IBE* — 371.329 (73)

**General Culture and
Professional Training**

Considerable attention is being given to the problem of providing balance in professional curricula between specialised technical knowledge and general culture subjects. It is felt that rather drastic changes may be necessary to secure a much larger place for the social sciences and the humanities than they now occupy. *IBE* — 373.2 (73)

U.S.S.R.

School Time-table

The school time-table is arranged on the following pattern: 3 hours a day for the juniors (from 8 to 11 o'clock); 4 hours for the middle school pupils (from 8 to noon); 5 hours a day for the over 16 years-olds (from 8 to 1 o'clock) and one day of 6 hours. Every 45 minutes, the classes are interrupted for a 10 minutes' break. The afternoon is reserved for optional study. The class teacher must be available during the afternoon to help those pupils who require further explanations. *IBE* — 371.244 (47)

YUGOSLAVIA

**Time-table and
Curriculum Reform**

The number of weekly class hours has been reduced in all those schools where it exceeded thirty. In some districts, the syllabus of courses such as history, geography and natural science, which were over-burdened with subject matter, have been modified. In other cases, subjects have been regrouped or several subjects merged into one, as in the case of history and geography in the primary schools which is now taught as one subject under the name of "knowledge of the homeland". *IBE* — 371.244 — 375.05 (4.971)

Training School Inspectors

In order that school inspectors may continue to play a significant role in acquainting teachers with up-to-date methods of instruction and experiences which have yielded good results, a special department for their training has been opened at the advanced school of education in Zagreb. The course, to which secondary teachers who have distinguished themselves by their work are admitted, covers two academic years. *IBE* — 379.31 (4.971)

INTERNATIONAL EDUCATIONAL ACTIVITY

**Inter-American Seminar
on Education**

Convened under the auspices of the Organization of American States and the Chilean government, the fifth inter-American seminar on education was held at Santiago in Chile in January, 1955. The participants studied the problem of secondary education from various aspects: its aims, organization, curricula and methods, and teaching staff. The International Bureau of Education loaned a selection of textbooks for the exhibition organized in connection with the seminar. *IBE — 379.824*

Freedom in Education

Some forty members, coming from Belgium, France, England, the Netherlands, Italy and the German Federal Republic, participated in the meetings of the general council of the International Union for Freedom in Education which met in Bonn in September, 1954. The agenda included the campaign for the freedom of thought and the rights of parents. *IBE — 379.4*

Protection of Nature

Participants of the fourth general assembly of the International Union for the Protection of Nature, which met in Copenhagen, examined several questions including the value of teaching methods and of publicity in the field of nature preservation. It was acknowledged that, in future, education of the public and of young people was an indispensable condition of any lasting action in favour of the conservation of natural resources. *IBE — 377.221*

**Education for International
Citizenship**

Selected secondary schools in twenty countries (Austria, Belgium, Costa Rica, Denmark, Ecuador, France, Germany, India, Japan, Netherlands, Norway, Pakistan, Philippines, Somalia, Sweden, Switzerland, United Kingdom, United States, Uruguay, Yugoslavia) are collaborating in an experimental programme launched by Unesco in 1953 with regard to education for international citizenship. The programme is the first tentative attempt to apply methodically, in diverse systems of education, the conclusions of the international study seminars, and to organize experiments in schools with a view to obtaining objective data on the relative efficiency of methods and various materials. *IBE — 377.38*

**Against Discrimination
in Schools**

The plan for a world inquiry on discrimination in schools was unanimously approved by the sub-committee of the United Nations on the discrimination and protection of minorities, to the work of which experts from the United States, Great Britain, the Soviet Union and eight other nations contributed. The problem is to study all the possible discriminatory practices in the field of education condemned by the Declaration of Human Rights. *IBE — 377.31*

Museums and Education

The international seminar organized at Athens by Unesco enabled teachers and museum staffs to study the educational role of museums from the point of view of archaeology (role of exhibitions and their interpretation), history (efficient presentation, and the value of such presentation for international understanding), ethnography and folkloric arts (interpretation of collections and their educational, cultural and economic value), natural history, and finally techniques (education through pictures, mobile exhibitions). *IBE — 371.365*

**Franco-German
History Textbooks**

According to the terms of the Franco-German cultural agreement recently signed in Paris, the two governments must undertake to see that all passages of a passionate character that might be harmful to the good understanding between the two peoples are removed from the history textbooks. *IBE* — 377.382

Civic Education of Youth

The Unesco Institute founded at Gauting, near Munich, to study the problems of youth, has convened for February, 1955, an international meeting of teachers and youth leaders to study the problem of the civic education of young people, the part it should play in life, and its influence of the development of the community. *IBE* — 377.35

**A European Secondary
School**

The first European secondary school was inaugurated on 13th October, 1954, at Luxemburg, according to the formula "five nationalities, four languages, one education". Two classes, each of four sections, cater for 70 pupils, namely, 20 Germans, 25 French, 8 Belgians, 7 Italians, and 10 Dutch. With the primary school founded a year ago and the infants school, the number of children receiving a common education in the four languages of the community is now 225. The grouping of pupils has made it necessary to unify the time-tables and to harmonise the curricula. *IBE* — 379.823

**In Favour of a
World University**

The inquiry undertaken by the International Association for the Establishment of a World University (Stuttgart, Neckarstrasse 32) among well-known personalities in the scientific world has been well received, the persons consulted declaring themselves in favour of founding such a university. *IBE* — 379.823

**Regional Conference on
Free and Compulsory
Education**

A regional conference on free and compulsory education in the Near East was convened by Unesco at Cairo, in December, 1954. Its purpose was to study, in the light of the conclusions of the XIVth International Conference on Public Education (Geneva, July 1951), the problems raised in this region by the effective and progressive application of the principle of free and compulsory education. *IBE* — 379.61 — 37 N

**Training of International
Officials**

As a result of the development of international relations and of the organisms responsible for their coordination, both on the public and the private plane, the need for the systematic training of international personnel is becoming more and more apparent. Consequently, the organization set up in Paris for the guidance of public officials (*l'Organisation d'orientation de la fonction publique*) has decided to organize preparatory courses for candidates for the posts of international officials. *IBE* — 379.824

**International Catholic
Child Bureau**

The International Catholic Child Bureau will hold its 5th Congress at Venice, from 2nd to 8th May, 1955, when the theme will be the problem of educating the international sense in a child. Two doctrinal theses, one sociological and the other theological, will serve as a working basis for the various committees. *IBE* — 377.38 — 37 N

II. BIBLIOGRAPHY

In order to facilitate the card index classification of these book reviews by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan for the Classification of Educational Documents" used by the Bureau. All the books mentioned below can be consulted in the International Education Library.

37 A COMPARATIVE EDUCATION

SASNETT, Martena Tenney. *Educational Systems of the World*. Interpretations for Use in Evaluation of Foreign Credentials. (Los Angeles), University of Southern California Press, 1952. 838 p. tabl., graph., app., bibl. — A reference book comprising a general summary of the school systems and the characteristics of education in eighty countries, accompanied by charts, tables, curricula, weekly time-tables, etc. For those countries which have recently undertaken educational reform, the presentation of both the old and the new systems facilitates comparison and makes it easier to understand the reasons for the reforms. The book is supplemented by a copious bibliography of 24 pages. (IBE)

37 A COMPARATIVE EDUCATION — 37 A (914) EDUCATION IN THE PHILIPPINES

ORATA, Pedro, T. *Educational Trends Abroad*. Manila, Philippines, University Publishing Co., cop. 1954. 504 p. phot. — A realistic account of the school systems in different parts of the world, written to enable Filipino teachers to understand the common values in the diversity of cultures and to use them for the good of their own country. Divided into ten parts: I. Fundamental and Adult Education; II. Educational Progress and Reform; III. School Community and Social Progress; IV. Teaching the School Subjects; V. Technical and Vocational Education; VI. College and University Education; VII. The Status and Training of Teachers; VIII. Education of Women and Girls; IX. Audio-visual Aids; X. Character, Morality and International Understanding. (IBE)

37 A (44) EDUCATION IN FRANCE — 377.922 (44) SCHOOL GUIDANCE (FRANCE)

NÉRET. *Etudes pour nos enfants, de la Maternelle aux Grandes Ecoles*. Guide pratique d'orientation scolaire. Paris, Lamarre (1954). 208 p. tabl. — Information for parents concerning school organization in France (primary and secondary, technical, industrial, commercial, and agricultural education), school discipline, supervision of pupils, State aid to the family (study scholarships, loans, grants, social insurance, etc.), school hygiene, detection of maladjusted pupils, school and vocational guidance. (IBE)

37 A (47) EDUCATION IN THE U.S.S.R.

MORANDO, Dante. *L'educazione nella Russia contemporanea*. Estratto dalla "Rivista Rosminiana", fascicolo IV, anno 1951. Domodossola, Tipografia "La Cartografica", 24 p. — A summary of the educational system at present in force in the Soviet Union, followed by a critical analysis. (IBE)

37 A (52) EDUCATION IN JAPAN

Education in Japan — a graphic presentation. Tokyo, Ministry of Education, Research Section, Research Bureau, August 1954. 62 p. illus. — An English edition of a booklet describing the new educational system and post-war education in Japan. (IBE)

37 A (64.2) EDUCATION IN SPANISH MOROCCO — 379.91 (64.2) SCHOOL LEGISLATION (SPANISH MOROCCO)

VALDERRAMA MARTÍNEZ, Fernando. *Manual del maestro español en la escuela marroquí*. Tetuán, Alta Comisaría de España en Marruecos, Delegación de Educación y Cultura, 1952. 236 p. graph., phot., bibl. — This guide for Spanish teachers in Morocco is not limited to the educational aspects of their task; it also provides them with data on school administration and on administration and life in the Spanish zone of the Protectorate in general (organization of education and culture; administration; teaching methods, hygiene and physical education; possibilities offered to the pupils, extra-curricular activities; ethnological data; teachers' social life), and contains a Spanish-Arabic glossary of words most frequently used in school. (IBE)

37 A (71) EDUCATION IN CANADA — 37 B (71) HISTORY OF EDUCATION (CANADA)

ROWE, Fred W. *The History of Education in Newfoundland*. Toronto, The Ryerson Press (cop. 1952). 148 p. bibl. — A general study revealing the very difficult circumstances which have had to be overcome in the evolution of an educational system in the Province of Newfoundland, showing in particular the invaluable contribution made to education and the role played by several societies and religious orders, and also by individuals who set up private schools and academies in the island; the various attempts to unify the system of education under state control, and "how tradition, circumstances and the will of the majority led to the establishment of the public school system which operates at the present time within a denominational framework allowing for the closest partnership between state and church in educational affairs". (IBE)

37 A EDUCATION IN THE U.S.A. — 371.38 ACTIVITY METHODS

BESTOR, Arthur E. *Educational Wastelands: The Retreat from Learning in Our Public Schools*. Urbana, University of Illinois Press, 1953. 226 p. app. — A criticism of primary and secondary education, teacher training, and school administration in the United States. The author calls for a return to the "sound intellectual ends", which he maintains are too often neglected by those who seek to cultivate the techniques of teaching for their own sake, devoid of intellectual or cultural value. (IBE)

37 B HISTORY OF EDUCATION

McCORMIC, Patrick J. *History of Education*. A Survey of the Development of Educational Theory and Practice in Ancient, Medieval, and Modern Times. 3rd Ed. Revised by Francis P. CASSIDY. Washington, D.C., The Catholic Education Press, 1953. 688 p. bibl. (Vol. IV of The Catholic University Pedagogical Series). — A practical textbook of the history of education, written particularly for Catholic teachers and students. Although the information given centres around those institutions and men having had most influence on Catholic education, an effort is made to estimate objectively those educators and schools whose theological and philosophical tenets are at variance with the teachings of the Catholic church. (IBE)

37 B HISTORY OF EDUCATION

LARROYO, Francisco. *Historia General de la Pedagogía*. 4th Ed. Mexico, Editorial Porrúa, 1953. 658 p. illus., bibl. — A world history of pedagogical theories and educational developments, divided into nine parts following an introduction on the method, division and importance of the history of education: I. Epoch of traditionalism; II. Pedagogy of Classical Peoples; III. Middle Ages, Christian education; IV. Revival of the humanities and education during the Reformation and Counter-Reformation; V. Epoch of realism; VI. Epoch of naturalism; VII. General humane education and pedagogy of the revolution and of neo-humanism; VIII. XIXth Century pedagogy; Contemporary pedagogy. (IBE)

37 B (46) HISTORY OF EDUCATION — 37 C GREAT EDUCATIONISTS

GALINO, María Angeles. *Tres hombres y un problema*. Feijoo, Sarmiento y Jovellanos ante la educación moderna. Madrid, Instituto San José de Calasanz, 1953. 424 p. bibl. — Miss Galino, professor of the history of education at the University of Madrid, has undertaken the study of three Spanish authors of the XVIIIth

century: Feijoo, Sarmiento and Jovellanos. The examination of the century's influence on them, and their reaction when faced with the educational problems arising from the passage from the modern to the contemporary era, constitutes a contribution to the history of world education. (IBE)

37 B (73) HISTORY OF EDUCATION (U.S.A.)

HORNER, Harlan Hoyt (Compiled and edited by). **Education in New York State 1784-1954**. Albany, The University of the State of New York, The State Education Department, cop. 1954. x & 166 p. illus. — A brief, concise survey of education in the State of New York during the past 170 years. (IBE)

37 B (47) HISTORY OF EDUCATION (U.S.S.R.)

KONSTANTINOV, N. A. and STROUMINSKII, V. Ia. **Otvherki po istorii natchalnogo obrazovaniia v Rossii**. 2nd. Ed. Moskva, Ghosoudarstvennoe outchebno-pedagoghitcheskoe izdatelstvo ministerstva prosvectcheniia R.S.F.S.R., 1953. 269 p. (Akademia pedagoghtcheskikh naouk R.S.F.S.R.). — Historical survey of primary education in Russia up till the October Revolution, dealing also with instruction in the XIXth century of the non-Russian population in the Caucasus region, Siberia, Armenia, etc., and with their educationists. (IBE)

37 C GREAT EDUCATIONISTS — 32 POLITICS

BARTH, Hans. **Pestalozzi Philosophie der Politik**. Erlenbach-Zürich und Stuttgart, Eugen Rentsch Verlag, cop. 1954. 160 p. — Research into the fundamental ideas, dispersed throughout Pestalozzi's works, dealing with the philosophy of the State and with sociology, in relation to his ideas on the nature of man and his moral outlook. Pestalozzi's independence of thought enables him to avoid the pitfalls of the XVIIIth century as well as those of historical romanticism which began in this period, the solutions that he suggests being still valuable today. (IBE)

37 C GREAT EDUCATIONISTS — 374.8 COURSES FOR ILLITERATES — 379.635 CAMPAIGNS AGAINST ILLITERACY

MEDARY, Marjorie. **Each One Teach One: Frank Laubach, Friend to Millions**. New York, London, Toronto, Longmans, Green & Co., 1954. 228 p. bibl., illus. — An account of the life and work of Frank Laubach and a description of his methods of teaching illiterates to read, including the use of pictures that themselves suggest the shape of the letters to be learned, and the principle of "each one teach one" that has proved so successful. The author stresses Laubach's insistence on the spirit of service and positive friendliness in any campaign to combat illiteracy, and his awareness of the immense and urgent problem of the provision of suitable follow-up literature for neo-literates. (IBE)

37 C GREAT EDUCATIONISTS

FIRTH, J. d'E. **Rendall of Winchester**. The Life and Witness of a Teacher. London, etc., Geoffrey Cumberlege, Oxford University Press, 1954. 274 p. illus., app. — A biography of Montague John Rendall who for thirty-seven years was first a master and then headmaster of Winchester College, to which he added further fame. Belonging to the last group of educationists of the Victorian era who exercised a real influence, he insisted on the importance of humanistic, moral and religious values in education. (IBE)

37 C GREAT EDUCATIONISTS — 371.46 SYSTEMS DISTINGUISHED BY THEIR PHILOSOPHICAL INSPIRATION

SHEPHERD, A. P. **A Scientist of the Invisible: An Introduction to the Life and Work of Rudolf Steiner**. London, Hodder and Stoughton, 1954. 222 p. illus. — Contains a good deal of information about Rudolf Steiner's ideas on general and curative education, against a detailed background of his life and work in other fields. (IBE)

37 C GREAT EDUCATIONISTS

Hommage au Dr Decroly. Huldebetoon aan Dr Decroly. 23-24-25 November 1952. (Bruxelles, Ministère de l'Instruction publique). 84 p. — Addresses given during

the special commemoration organized by the Belgian Department of Public Instruction to mark the 20th anniversary of the death of the great exponent of the new education. (IBE)

37 C GREAT EDUCATIONISTS

BOURQUIN, Julien *Des portes qui s'ouvrent ou la vie de Jules Paroz. 1824-1906.* Petit paysan, pédagogue, écrivain, directeur d'école normale. Neuchâtel et Paris, Delachaux & Niestlé, 1954. 190 p. — Biography of Jules Paroz, teacher, director of the girls' school (German-Swiss) at Bern, founder-director of the Evangelical Training College for the French-speaking part of Switzerland, founder of the journal *L'Éducateur populaire*, and later, in collaboration with Pierre Larousse, of the review *L'École Normale*. (IBE)

37 D EDUCATIONAL BIBLIOGRAPHY — 370.46 EDUCATIONAL PSYCHOLOGY

BLACKWELL, A. M. (classified by). *Lists of Researches in Education and Educational Psychology.* (Supplement I.) Presented for higher degrees in the Universities of the United Kingdom and the Irish Republic in the years 1952 and 1953. London, Newnes Educational Publishing Co., 1954. 58 p. (Publications of the National Foundation for Educational Research in England and Wales, No. 7). — The third volume of lists of researches in education and educational psychology, the other two dealing with the periods 1918-1948 and 1949-1951 respectively. (IBE)

37 G YEARBOOKS — 36 A COMPARATIVE EDUCATION

International Yearbook of Education 1954. Paris, Unesco; Geneva, International Bureau of Education, Publication No. 161. 410 p. — Sixty-three countries have collaborated in the sixteenth issue of this yearbook, several States having furnished information on the development of their educational system for the first time. The general survey on educational progress in 1953-1954 (administration—compulsory and free education—primary education—secondary education—vocational education—higher education—teaching staff) is followed by the national reports and by the list of the leading officials in the Ministries of Education. (IBE)

37 G YEARBOOKS — 37 A COMPARATIVE EDUCATION

The Year Book of Education 1954. London, Evans Brothers, 1954. (In association with the University of London Institute of Education and Teachers College, Columbia University, New York). xiv & 630 p. ind., tabl. — For this volume of the Year Book of Education, philosophers, anthropologists, sociologists, economists, statesmen and educators were invited to contribute to the analysis of the educational problems arising through the impact of technological advance on traditional patterns of living. Their contributions have been arranged under the following six headings: aims, objectives and implications of technological development; cultural change; planning and education; techniques and methods; agencies of administration; impact of western culture. (IBE)

37 I POLYGRAPHY

ZANNONI, Ugo *Breviario dell'educatore.* 2nd Ed. Torino, Paravia, 1953. 88 p. — A collection of aphorisms and thoughts on childhood and the teacher's mission, such maxims being presented to teachers under the guise of meditation. (IBE)

37 P EDUCATIONAL RESEARCH — 371.263 TESTS — 612.821 EXPERIMENTAL PSYCHOLOGY

GOOD, Carter V. and SCATES, Douglas E. *Methods of Research: Educational, Psychological, Sociological.* New York, Appleton-Century-Crofts, Inc. (1954). 920 p. bibl. — Examination of the general ideas, principles and procedures concerning educational, psychological and sociological research: formulation and development of the problem to be treated; survey of related literature and library technique; choice and utilisation of one or more methods of research; analysis and interpretation of data; reporting and implementing of research. The analysis and interpretation are treated in association with their functional relation with the method of research (historical, descriptive, experimental, clinical and genetic). (IBE)

370 THEORY OF EDUCATION

COIROLO, Hipólito. *Temas de educación*. Montevideo, Casa Editora Uruguay, 1950. 270 p. — Second edition of a collection of 23 studies by the Uruguayan educationist, noteworthy among which are those on school reform, adult education, secular education, civic education, children's rights, rural education, the aims of education, corporal punishment, etc. (IBE)

370 THEORY OF EDUCATION — 371.30 DIDACTIC PRINCIPLES — 379 SCHOOL ORGANIZATION

- LAY, W. H. *Manual de Pedagogía*. Buenos Aires, Editorial Losada, 1951. 188 p. bibl. (Biblioteca pedagógica). — Translation into Spanish, by Lorenzo Luzuriaga, of a German book by W. H. Lay. (IBE)

370 THEORY OF EDUCATION — 371.46 SYSTEMS DISTINGUISHED BY THEIR PHILOSOPHICAL INSPIRATION

STEINER, Rudolf. *Education and Modern Spiritual Life*. London, Anthroposophical Publishing Company, 1954. 232 p. — Text of twelve lectures on the theory of education, in which the author insists on the necessity of introducing art in schools. (IBE)

370.1 MEANING OF EDUCATION

DALURZO, Beatriz F. *La educación como proceso formativo de la conducta*. Santa Fe, Separate de la Revista "Universidad", órgano de la Universidad Nacional del Litoral, 1953. 28 p. — General considerations on education: heredity as a factor conditioning conduct, influence of environment, education envisaged as a formative development. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 377.2 MORAL EDUCATION

NIBLETT, W. R. *Education and the Modern Mind*. London, Faber and Faber, 1954. 156 p. bibl. — Shows the fundamental importance of a moral basis for education—in an age much concerned with the acquisition of knowledge and the pursuit of happiness—the need for purpose and depth in education and for inheriting tradition, the problem of discipline and individuality, the release of leadership, and the place of religion and spiritual values in education, with special attention to the sociological approach to education and its limitations. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 371.141 TEACHER-PUPIL RELATIONSHIPS

SAMMARTANO, Nino. *Il rapporto maestro-scolaro come problema fondamentale della pedagogia*. Mazara, Società editrice siciliana, 1953. 149 p. bibl. — The central problem of educational thought throughout its evolution, from antiquity to the contemporary epoch, has always been to find laws governing the teacher and taught. In this teacher-pupil relationship, the author sees, on the one hand, the need for equilibrium between factors of different nature, such as science and art, autonomy and dependence, and, on the other hand, the importance of the principle of unity in educational action, a principle which always admits the diverse ideological currents. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 377.342 DEMOCRATIC EDUCATION

ULICH, Robert. *Fondamenti dell'educazione democratica*. Firenze, "La Nuova Italia" Editrice, 1954. 356 p. — Translation into Italian, by Corinna Ranchetti, of a book published in 1940 in New York (American Book Company) entitled "Fundamentals of Democratic Education". (IBE)

370.3 PHILOSOPHY OF EDUCATION

GONZÁLEZ ALVAREZ, Angel. *Filosofía de la educación*. Mendoza (Argentina), Universidad nacional de Cuyo, 1952. 252 p. — Lessons on the philosophy of education given at the International University of Santander (Spain) and at the University of Cuyo (Argentina): structure of education; educational development; results of education; regularization of educational development; purpose of education. (IBE)

370.4 SCIENTIFIC PEDAGOGY — 31 STATISTICS

WALKER, Helen M. *Statistische Methoden für Psychologen und Pädagogen.* Eine Einführung. Herausgegeben von der Hochschule für Internationale Pädagogische Forschung. Weinheim & Berlin, Julius Beltz, 1954. — Translation into German, by Hans Anger and Friedrich Tenbruck, of an introduction to statistics and their utilisation in psychological and educational research, published in 1943 by Henry Holt & Company, in New York, under the title of "Elementary Statistical Methods". (IBE)

370.4 SCIENTIFIC PEDAGOGY — 370.6 EVALUATION OF RESULTS IN EDUCATION.

BARR, Arvil S., DAVIS, Robert A. and JOHNSON, Palmer O. *Educational Research and Appraisal.* Chicago, Philadelphia, New York, Lippincott, 1953. 362 p. bibl. — A survey of the major methods of problem-solving and evaluation in education, stressing in particular the research that can be conducted in school settings as field of action. The examples chosen are illustrative of the types of problems likely to be encountered in the teacher's day-to-day activities. (IBE)

370.4 SCIENTIFIC PEDAGOGY — 31 STATISTICS

An Educational Statistics Primer. By Carol R. Carlson, Frances Z. Cumbee and others. Madison, Wisconsin, 1950. Dembar Publications, 126. — Textbook of elementary statistics for education students lacking a collegiate training in mathematics. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

BLAIR, Glenn Myers, JONES, R. Stewart, and SIMPSON, Ray H. *Educational Psychology.* New York, The Macmillan Company (1954). 602 p. bibl. — A treatise written especially for teachers and prospective teachers providing them with the facts, and principles and methods of procedure likely to be most useful in classroom and other educational situations. It comprises (a) a genetic study of the child through childhood and adolescence to maturity, (b) an indication of those factors which influence and provoke change in the child's ability to learn and to adjust himself to school life, (c) an account of how the methods and tools of psychology can be used in evaluating the effectiveness of the educational programme, and (d) a discussion of some of the psychological factors influencing the growth and mental health of the teacher. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

ELIE, Fr. *Cours de psychologie appliquée à l'éducation.* Bruxelles, Editions des Frères Maristes, 1954. 446 p. — Textbook of psychology for pupils in primary and intermediate normal schools. The foundation of all solid and fruitful educational work being a thorough knowledge of children, it follows that teachers must take children as they find them, and work to help them become the creatures they can and should be. To succeed in this task, good sense and devotion are not sufficient, a thorough knowledge of psychology is also necessary. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY — 376 EDUCATION ACCORDING TO SEX AND AGE

DEBESSE, Maurice. *Le tappe dell'educazione.* Firenze, "La Nuova Italia" Editrice, 1954. 152 p. — Translation into Italian, by Giovanni De Caria, of a book published in 1952 by the Presses Universitaires de France, entitled "Les étapes de l'éducation" (see Bulletin No. 105). (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

WITHERINGTON, H. Carl. *Educational Psychology.* Rev. ed. Boston, Ginn, 1952. 488 p. app., gloss., bibl. — Originally published in 1946 and now brought up to date with an additional chapter on the various techniques of studying educational problems. (IBE)

370.47 SOCIOLOGY AND EDUCATION — 379.81 SCHOOL AND POLITICS — 379 SCHOOL ADMINISTRATION

LUZURIAGA, Lorenzo. *Pedagogía social y política*. Buenos Aires, Losada. 224 p. bibl. — In the first part, devoted to social education, the former editor of the *Revista de Pedagogía* of Madrid and former professor of the Argentine University of Tucumán, deals with the relations of the teacher with different social classes, various generations, masses and minorities, rural and town communities, and the family. The part reserved for political education concerns education in connection with politics, religion, economics, legislation, administration and the international life. (IBE)

370.9 FUNDAMENTAL EDUCATION — 37 A (54) EDUCATION IN INDIA

AVINASHILINGAM, T. S. *Understanding Basic Education*. (Delhi), Ministry of Education, Government of India, 1954. 62 p. (Studies in Education and Psychology). — An account of the historical and psychological background and the philosophy of basic education, the techniques employed, problems arising out of this system, teacher training, etc. (IBE)

371.025 EDUCATIONAL PREPARATION OF PARENTS — 376.7 ADOLESCENCE

PAKENHAM, Elizabeth. *Points for Parents*. London, Weidenfeld and Nicholson, 1954. 256 p. illus. — A book for parents based on a series of articles, most of which have already appeared in the *Daily Express*, dealing with problems of education and family life such as arise in an ordinary normal family, written by a mother of eight children (quarrels, punishment, fear, jealousy, obedience, mothers and professional careers, role of the father in the family, etc.). Three chapters concern education and teen-agers. (IBE)

371.025 EDUCATIONAL PREPARATION OF PARENTS — 376.7 ADOLESCENCE

BARUCH, Dorothy W. *How to Live With Your Teen-ager*. New York, Toronto, London, McGraw-Hill Book Company, 1953. 262 p. — Shows the importance of parent-child relationships and the part played by feelings and desires, so often wrongly interpreted, which trouble the child and the adolescent. Some of the most important chapters concern sex education, the choice of friends, and adopted children. (IBE)

371.025 EDUCATIONAL PREPARATION OF PARENTS — 371.026 HOME AND SCHOOL RELATIONSHIPS

DOTTRENS, Robert. *Nos enfants à l'école*. Essai d'éducation radiophonique. Neuchâtel et Paris, Delachaux & Niestlé, 1954. 196 p. — Text of radio talks broadcast by the author between 1947 and 1952, intended to draw the attention of parents and teachers to the tasks confronting the family and the school today in preparing healthy and virile young people capable of facing the demands of a community life. Concrete examples showing the necessity of examining the points of view of both parents and teachers in common on numerous small differences arising in school and home life, and of establishing better collaboration between home and school. (IBE)

371.025 EDUCATIONAL PREPARATION OF PARENTS

CAPPE, Jenne. *Qualités et défauts des enfants*. Questions pratiques et quotidiennes. 3rd. Ed. Tournai et Paris, Casterman, 1954. 242 p. — Children's behaviour explained to mothers and practical advice on the attitude to adopt in order to understand them better and to help them to attain harmonious emotional and moral development. (IBE)

371.025 EDUCATIONAL PREPARATION OF PARENTS — 136.7 CHILD PSYCHOLOGY

WOLF, Anna W. M. *Vos enfants et vous*. Traduit de l'américain par Hilda Barberis. Paris, Editions Denaël, cop. 1953. 348 p. — Childhood is a period of complex and subtle emotional transformations, often accompanied by internal confusion, anxiety, and despair. In order to help their children through this critical phase without serious consequences to their moral health, parents must possess not only inexhaustible goodwill, but also precise knowledge, for the one is inefficacious without the other. Such practical advice is based on actual experiences. (IBE)

371.037 YOUTH MOVEMENTS — 377.21 EDUCATION OF CHARACTER

LAMBOT, Abbé Paul. *Scout un jour... La Route des Hommes. Essai*. Bruxelles-Paris, Ed. Universitaires et Routes de Chrétienté, 1954. 280 p. — Written for scouts and their chiefs, both men and women, this book develops the sense of the scout spirit and describes the organization and the activity of the movement "La Route des Hommes". (IBE)

371.1 TEACHERS

FERRÉ, André. *L'instituteur*. Paris, La Table Ronde, cop. 1954. 174 p. — By portraying the importance of the teacher's role in present-day society as a living symbol of the democratic ideal, and showing it to be what it is, with the virtues and faults of mankind, virtues and faults revealed by the exercise of a profession which to him is consubstantial, the author wishes to help those in other professions to understand something of the intimate and daily life of teachers today, and to give those already teaching a good picture of the life which will enable them to see where they stand. (IBE)

371.12 (73) TEACHER TRAINING — 37 P (73) RESEARCH (U.S.A.)

Teacher Personnel Research. Monograph Number 3. By David G. Ryans, Lawrence Philip Blum, Kenneth Ralph Doane, and Lois Gadd Nemeç. Madison, Dembar Publications, Inc. 1947. 132 p. (Reprinted from Journal of Experimental Education, December 1946 and September 1947). — Four studies comprising: (a) Appraising Teacher Personnel; (b) A Comparative Study of Students Preparing for Five Selected Professions including Teaching; (c) A Study of the Professional Curriculum Requirements for the Preparation of High School Teachers in the United States; and (d) Relationships Between Teacher Certification and Education in Wisconsin: A Study of Their Effects on Beginning Teachers. (IBE)

371.12 (891) TEACHER TRAINING (URUGUAY)

Formación de profesores de enseñanza secundaria. Montevideo, Enseñanza secundaria, Instituto de profesores "Artigas", 1952. 144 p. — In addition to an account of the organization of the institute responsible for the training of secondary school teachers in Uruguay, written by its director, Professor Antonio M. Grompone, this booklet contains the regulations, conditions of admission, and programme of studies and syllabuses, etc., of this new institution. (IBE)

371.124 UNIVERSITY TRAINING OF TEACHERS — 37 N CONFERENCES — 37 A COMPARATIVE EDUCATION

PLANCKE, R. L. and VERBIST, R. *Compte rendu et rapports sur l'enseignement universitaire des sciences pédagogiques en Europe occidentale*. Premier congrès international de l'enseignement universitaire des sciences pédagogiques (Gand, 1953). Gand, Belgique, 1954, 246 p. — Collection of the papers (in French, English and Flemish) presented to the conference at Ghent by professors of education from Belgium, the Netherlands, France, Great Britain, Germany, Switzerland, Italy, Spain, Portugal and Austria. (IBE)

371.14 TEACHER PSYCHOLOGY — 371.16 ROLE AND POSITION OF TEACHERS

SCHOHAUS, Willi. *Seele und Beruf des Lehrers*. 3rd Ed. Frauenfeld, Huber, 1954. 60 p. — A study of the factors determining a teacher's mental outlook and an examination of the motives leading to the choice of the teaching profession. Commenting on the deficiencies of the present system of teacher recruitment, the author believes that the essential qualities that one should demand of a teacher are a moral conscience, interest in spiritual things, the capacity to love, an idealistic attitude as well as a certain philosophy in face of problems of life, gaiety, and, finally, a good professional training. (IBE)

371.14 TEACHER PSYCHOLOGY — 371.141 TEACHER-PUPIL RELATIONS

AIBAUER, Rosa Barbara. *Die Lehrerpersönlichkeit in der Vorstellung des Schülers*. Regensburg, Josef Habel, 1954. 174 p. bibl., app. — Basing his work on an inquiry among 3,000 primary and vocational school pupils and a great many parents, the author examines the various factors in the personality of a teacher corresponding to the wishes of pupils of 11 to 13 years, 14 to 16 years, and 17 to 20 years, and to the opinions of the parents. (IBE)

371.141 TEACHER-PUPIL RELATIONS

BYRNE, Hubert J. *The Teacher and his Pupils*. London, Oxford University Press, 1954. 185 p. illus. — A study, intended for primary school teachers, on the qualities, habits and working methods indispensable to every good teacher, accompanied by an account of pupil psychology. (IBE)

371.15 TEACHER STATUS — 371.16 ROLE OF TEACHERS

ZERAN, Franklin R. (Edited by). *The High School Teacher and His Job*. A Symposium. New York, N.Y., Chartwell House, Inc., 1953. 282 p. — An analysis of the teaching profession for educational students dealing with the status of the high school teacher, his role in the guidance programme of his pupils, and his relations with his colleagues, his pupils and with the community. It also concerns in-service growth and development and the possibilities of promotion. (IBE)

371.2 (81) SCHOOL ORGANIZATION (BRAZIL)

MOURÃO FILHO. *Os grandes problemas da cidade*. I. Educação. Rio de Janeiro, Ministério da Justiça e Negócios interiores, Departamento de Imprensa nacional, 1952. 52 p. — The ever-increasing growth of the large towns raises undeniably serious problems for the authorities. Education is no exception, as shown by the statements of the author on the difficulties of an educational character having to be faced in Rio de Janeiro as a result of the continual development of the Brazilian capital. (IBE)

371.256 SCHOOL CAMPS — 371.293 (43) SCHOOL HOMES IN THE COUNTRY (GERMANY)

GABRIEL, Josef. *Das Schullandheim*. Herausgegeben im Auftrage des Kultusministeriums von Baden-Württemberg, Stuttgart, Hans Riegler, 1952. 144 p. illus. — Advice based on a vast experience of preparing and organizing pupils' residence in the school homes in the country or in the mountains, preceded by a short historical summary of the "school homes" movement in Germany. (IBE)

371.26 METHODS OF CONTROL — 370.6 EVALUATION OF SCHOOL OUTPUT.

TORGERSON, Theodore L., and ADAMS, Georgia Sachs. *Measurement and Evaluation*. For the Elementary-School Teacher, with Implications for Corrective Procedures. New York, The Dryden Press (1954). 489 p. bibl., app., illus. — A study showing the need to base classroom procedures on a clear and comprehensive understanding of the child, the problem of measurement and evaluation being considered in the light of the objectives of modern educational programmes. The reader learns how to translate general educational objectives into specific factors which can be clearly defined and evaluated. The diagnostic use of test results is illustrated by familiar techniques such as daily observation and free conversation, as well as by standardized tests, the function of diagnosis being regarded as leading directly to corrective and remedial procedures. (IBE)

371.263 TESTS — 612.821 EXPERIMENTAL PSYCHOLOGY

ANASTASI, Anne. *Psychological Testing*. New York, The Macmillan Company (1954). 682 p. bibl. — An account of the major types of tests in current use and of testing problems for the benefit of counsellors, school psychologists, psychometrists, personnel workers in business and industry, and clinical psychologists. Stressing the fundamental principles underlying the use of psychological tests, the author prepares the reader for the proper evaluation of such tests and the interpretation of test results. She also examines the sources of information regarding new tests. (IBE)

371.263 TESTS — 612.821 EXPERIMENTAL PSYCHOLOGY

BEAN, Kenneth L. *Construction of Educational and Personnel Tests*. New York, Toronto, London, McGraw-Hill Book Company, Inc., 1953. 232 p. tabl., app., bibl. — Introduction to the principles serving as a basis for the development of new tests and their application to certain specific problems, intended for the use of examiners, research workers and students undertaking psychological research. (IBE)

371.265 PSYCHOLOGICAL TESTS (INTELLIGENCE)

RAMOS, Padre Jesús. *Método de exploración mental*. Madrid, Consejo superior de protección de menores, 2nd ed. 1953. 180 p. graph., illus. — Concise guide on mental diagnostics intended for students of the experimental psychology courses organized by the Higher Council for the Protection of Minors, containing an account of the technique of tests of attention, perception, mechanical memory, rational memory, judgment, synthesis, analysis, reasoning and understanding, adapted by the author from the procedure used by Toulouse and Piéron, Verweylen, Binet, Terman, Decroly, Rossolimo, etc. Reproduction of the plates which can be used for these tests. (IBE)

371.265 PSYCHOLOGICAL TESTS (INTELLIGENCE)

BÜHRER, Lydia, SAN MARTÍN DE NAVARRO, Raquel de, and VELASCO, Emma Susana. *Ensayo de tipificación de la prueba mental "Dibujo de un hombre" de F. Goodenough*. Mendoza (Argentina), Universidad Nacional de Cuyo, 1951. 136 p. graph., tabl., bibl. — Adaptation to the schoolchildren of the town of Mendoza of Florence Goodenough's "drawing of a man" mental test. The test was applied to 1,936 children of both sexes between the ages of 7 and 14 years. Hypotheses on the interpretations of the results obtained by the author of the test in New Jersey and by the adapters of the test. (IBE)

371.265 PSYCHOLOGICAL TESTS (INTELLIGENCE)

RIMODI, J. A., BÜCHER, Lydia, SAN MARTIN, Raquel de, CORTADA, Nuria, and VELASCO, Emma S. *Desarrollo intelectual entre los 11 y los 14 años*. Mendoza (Argentina), Universidad nacional de Cuyo, 1945. 122 p. bibl., graph. (Publicaciones del Instituto de Psicología Experimental). — A study of the intellectual development of children between the ages of 11 and 14 years based on a battery of 25 collective tests applied to 384 schoolchildren in the town of Mendoza. (IBE)

371.266 CHARACTER OBSERVATION METHODS

SIGUAN, Miguel. *Las pruebas proyectivas y el conocimiento de la personalidad individual*. Madrid, Departamento de Psicología experimental, Instituto Luis Vives, 1952. 116 p. bibl. (Monografías de Ciencia Moderna, No. 38). — A critical study of projection tests (Rorschach and T.A.T.) as a method for understanding individual personality: definition, antecedents, classification, mechanism, signification, etc., of these tests. (IBE)

371.291 (436) RURAL SCHOOLS (AUSTRIA) — 375.99 CENTRES OF INTEREST

MÜLLER, Hans. *Der Gesamtunterricht auf der Mittel- und Oberstufe der Volksschule*. Wien, Österreichischer Bundesverlag für Unterricht, Wissenschaft und Kunst, cop. 1954. 118 p. (Collection "Landschulreihe" herausgegeben von Dr. Ludwig Lang). — Report on seven years of educational experimentation carried out in a country district of Austria (Steiermark), dealing particularly with the centres-of-interest method. (IBE)

371.30 DIDACTIC PRINCIPLES

ANSELME, F. and HAESE, J. d'. *Pour enseigner mieux. Méthodologie*. Namur et Bruxelles, La Procure; Gembloux, Duculot, 1954. 306 p. bibl. — General directives on teaching methods. The first part deals with the questions figuring in the education syllabus of the normal schools in Belgium, while the second part touches upon a number of special subjects such as new methods, transfer and its methods, memorisation, interest and effort, etc. (IBE)

371.31 GROUP WORK

MAGUIRE, Edward Randall. *El plan de los grupos de estudio*. Buenos Aires, Editorial Losada, 1951. 3rd ed. 140 p. tabl. — Translation into Spanish, by Carlos Luzuriaga, of a book on group work in which the author explains the characteristics of this method as carried out in the public school in New York of which he was the headmaster. (IBE)

371.329 TEXTBOOKS

MONTILLA, Francisca. *Selección de libros escolares de lectura*. Madrid, Instituto San José de Calasanz, 1954. 324 p. — As a result of an inquiry on the textbooks most often used, carried out by the San José de Calasanz Educational Institute among school inspectors, headteachers and teachers, it has been possible to draw up a list of 269 reading books mentioned in the 1,452 replies received. The book includes a comparative study of the characteristics of the books preferred and a very complete bibliographical analysis of each of these textbooks. (IBE)

371.336 INITIATION TO METHODIC WORK

HÖGL, K. *So lernt man richtig! Neue Wege zu erfolgreicher Lernkunst*. Wien, Schulwissenschaftlicher Verlag Haase, cop. 1953. 112 p. — Advice to school-children and students, and an examination of the principles and various techniques which will enable them to learn in an efficient manner by mastering attention and memory. (IBE)

371.364 SCHOOL FILMS — 372.2 EDUCATION OF THE YOUNG

Le film au service de la première éducation (Enfants de 5 à 7 ans). Film fix et film animé. Paris, Bourrellet, 1954. 96 p. (Cahiers de pédagogie moderne). — Proceedings of the conference on nursery-infant schools held at Toulouse in 1952, the purpose of which was to study the problems of a psychological, educational and technical character raised by the use of films and slides with children of 5 to 7 years of age. (IBE)

371.388 SCHOOL GARDENS

PORTHEINE, Schulrat. *Schule im Garten*. Hannover, M. & H. Schaper, Gartenbau Verlag, 1953. 88 p. illus., plans. — Describes how to transform the ground surrounding most schools into a garden, part of which could serve as an open-air school. Theoretic and practical advice on the upkeep of a kitchen garden, an experimental garden, trees and shrubs, flowers, installation of a playground, and a vivarium, and on the decoration of the school, etc. (IBE)

371.42 SCHOOL REFORM — 375.0 (494) CURRICULA (SWITZERLAND)

WAGNER, Willy. *Unsere Schule, Erziehung und unsere Zeit*. Ein Wort der Besinnung, das sich an Eltern und Lehrer, Schulbehörden und Schulfreunde richtet. Zürich, Furtal-Verlag, 1954. 104 p. — An address appealing for educational reform, particularly at the junior secondary stage, implying a revision of textbooks reducing the amount of book learning in favour of more cultural knowledge. (IBE)

371.43 ACTIVITY SCHOOLS — 377.38 INTERNATIONAL EDUCATION

McLEAN, Donald. *Nature's Second Sun*. Leaves from a Teacher's Log. London, Heinemann, 1954. 130 p. — The class diary of an Australian teacher showing how he was able to develop free creative activity among his pupils, and describing his positive attitude towards, and the positive educational use he made of, the highly varied national origins of the children in his school. Professor Lauwerys writes in the foreword that the author "allows us to share in the exciting experience of transforming a dull and old-fashioned teaching shop into a place of activity and happiness, a microcosmic educative society". (IBE)

371.43 (494) NEW EDUCATION (SWITZERLAND)

GUENIAT, E. and CRAMATTE, G. *Application des méthodes nouvelles à l'école primaire jurassienne*. 2nd ed. Delémont (Suisse), Imprimerie du "Démocrate", 1953. 143 p. — Report presented to the XXVth Congress of the *Société pédagogique jurassienne*, in 1952, indicating the principles of the new education and the practical applications carried out with marked success in the schools of the Jura region in Switzerland. (IBE)

371.73 (436) PHYSICAL EDUCATION (AUSTRIA)

Leibeserziehung in der Kultur. Festschrift. Graz, Institut für Leibeserziehung der Universität Graz, 1954. 208 p. — The first part of this book commemorating the 80th anniversary of the foundation of the Physical Education Institute of the

University of Graz is devoted to present-day problems of physical education written by several professors at the University. The second part comprises a summary of the practical work and scientific research carried out as part of the Institute's programme. (IBE)

371.73 PHYSICAL EDUCATION

Children... in Focus. Their Health and Activity. Washington, D.C. American Association for Health, Physical Education and Recreation, 1954. 277 p. illus., bibl. (1954 Yearbook). — A commentary on planning and executing a programme of health education, physical education or recreation for children in primary schools, based on a good understanding of children in relation to the world in which they have to live. Physical education and health specialists, psychologists and psychiatrists have collaborated in this study by providing information in explanation of certain enigmatic behaviour patterns of children in school and at play. (IBE)

371.73 PHYSICAL EDUCATION — 37 B HISTORY OF EDUCATION

RICE, Emmett A. and HUTCHINSON, John L. **A Brief History of Physical Education.** New York, A. S. Barnes & Co., 1952. 3rd ed. 294 p. illus. — The first part of this history of physical education written particularly for physical education students is devoted to Europe and the Orient and includes chapters on the status of physical education in primitive society and in the ancient oriental nations, physical education in Greece, among the Romans, and at different epochs in Europe, opinions of realist educators, educational naturalism and physical education, the opinions of prominent men of the 18th Century, and physical education in Germany, Scandinavia, Great Britain and other countries since 1800. The second part, devoted to America, includes the colonial period up to 1790, the national period to the civil war, later movements and modern trends and different aspects of physical education, and a chapter on the Y.M.C.A. and the Y.W.C.A., etc. (IBE)

371.73 (669) PHYSICAL EDUCATION

KAY, N. C. **Physical Training for West Africa**, with special reference to Nigeria. London, Macmillan & Co., 1953. 163 p. illus. — A practical guide for the use of West African, particularly Nigerian, teachers of physical education. (IBE)

371.735 RECREATIONAL ACTIVITIES — 371.86 SCHOOLCHILDREN'S LEISURE

The Recreation Program. Chicago, The Athletic Institute, n.d. 342 p. bibl. — A report of the Second National Workshop on Recreation held at Michigan State College in 1953, with detailed descriptions of all the major aspects, kinds, and forms of recreation activity. It discusses the nature, scope and significance of recreation, factors influencing the planning of recreation programmes involving arts and crafts, dance, drama, games, sports and athletics, hobbies, music, outdoor activities, reading, writing and speaking, etc. (IBE)

371.861 CHILDREN'S READING — 371.329 TEXTBOOKS — 371.383 SCHOOL DRAMA — 371.372 (82) SCHOOL BROADCASTING (ARGENTINA)

El libro en la enseñanza primaria. Montevideo, Departamento editorial del Consejo de Enseñanza primaria y normal, 1946. 216 p. (Colección Ceibo, Volumen 6). — Reproduction of the speeches made at the inauguration of the "book hour" broadcast to children in Uruguay, followed by 14 studies by several authors on the role of reading, textbooks, recreational books and dramatic representations in school. (IBE)

371.861 CHILDREN'S LITERATURE

WERTHAM, Frederic. **Seduction of the Innocent.** New York, Toronto: Rinehart, 1954. 397 p. illus. — The results of years of scientific research by a psychiatrist on the pernicious influence of so-called "comic books" on children and young people. These, the author declares, and substantiates his statements by facts, are an invitation to illiteracy, they create an atmosphere of cruelty and deceit, stimulate unwholesome fantasies, and suggest criminal or sexually abnormal ideas, etc. To remedy this state of affairs, he suggests that there should be a public health approach to legislation on the subject. (IBE)

371.871 HOLIDAY CAMPS AND HOMES

PLANCHON, Jean. *Besoins des enfants et rythme des activités*. Paris, Les Editions du Scarabée, 1954. 122 p. illus. — By discussing various problems and suggesting various solutions, the author warns the directors and organizers of holiday camps and homes against certain easily made mistakes. He studies the structure of groups of children in a practical manner, the educational role of the staff, and suitable programmes, and seeks to find a satisfactory balance between collective and individual activities. (IBE)

371.871 HOLIDAY CAMPS AND HOMES — 37 N (45) CONFERENCES (ITALY)

• *Atti del Congresso nazionale medico-pedagogico*. Roma, 15-17 maggio 1953. Pontificia opera di assistenza in Italia. 274 p. — The full text of the addresses by the ecclesiastical, medical and educational representatives at the national medico-pedagogical conference convened in 1953 by the pontifical welfare services. (IBE)

371.90 HANDICAPPED CHILDREN — 377.91 (44) MEDICO-PSYCHOLOGICAL AID (FRANCE)

Liste des organismes de dépistage et de rééducation de mineurs inadaptés. Consultations d'hygiène infantile. — Services sociaux spécialisés — Centres d'observation — Organismes d'orientation professionnelle — Instituts médico-pédagogiques — Centres de rééducation pour caractériels, pour déficients moteurs et pour déficients sensoriels. Paris, Union nationale des Associations régionales, 1954. 162 p. — Data collected by the Ministry of Public Health and Population and the National Union of the Regional Associations for the Protection of Children and Adolescents. (IBE)

371.90 HANDICAPPED CHILDREN

ROVIGATTI, Maria Teresa. *Educhiamo i meno dotati*. Brescia, "La Scuola" editrice, 1954. 190 p. bibl. — Teaching techniques making it possible to obtain conclusive results in the education of children who are either physically or mentally handicapped. (IBE)

371.913 DEAF AND DUMB

BOSSHARD, Paul. *Der Taubstumme*. Versuch einer Erfassung Seiner Eigenart. Zürich, Paul Bosshard, cop. 1953. 308 p. bibl. — An essay on the psychology of the deaf-and-dumb, showing how the lack of an organ and of the whole world of sound influences the psychic life of the deaf and prevents normal development. Examination of the harmful consequences that misunderstanding in the family and amongst companions may have on the deaf. Criticism of present-day methods, which ought to take into consideration the real possibilities of the deaf and endeavour to bring out their full personality. (IBE)

371.92 MENTAL DEFICIENCY

EGG-BENES, Maria. *Die heilpädagogische Hilfsschule der Stadt Zürich*. Ihre Wege und Ziele. Zürich, der Schul- und Büromaterialverwaltung der Stadt Zürich, 1953. 136 p. illus. — The headmistress of the "School for Backward Children" in Zurich—a private institution which became official in 1952—relates the history of this institution which has now been in existence for fifteen years. She examines the nature, the peculiarities and the origin of the children attending the school, the methods and the teaching techniques employed, and the results attained with these children who, although educable, are not able to follow the lessons of the special classes. (IBE)

371.93 JUVENILE DELINQUENTS.

GASTIN, Louis. *L'enfance criminelle et son salut*. Paris, La Vie claire, 1954. 206 p. — Without touching upon the general problem of criminality, the author limits his theme to the question of the perverse child, examining the problem from the social and psychological angle and seeking the causes of the trouble. He blames the family and society and raises the problem of the education of the individual, in order to cultivate the best side of his character and to reduce psychologically and correct the worst without doing any harm. (IBE)

371.94 DESTITUTE CHILDREN

Enfants privés d'un milieu familial normal. New York, Nations Unies, Département des questions sociales, 1952. 44 p. — An examination of the different systems set up to assist homeless children and, to a certain extent, to prevent such children being deprived of family comfort. (IBE)

372 PRIMARY EDUCATION — 371.12 (73) TEACHER TRAINING (U.S.A.)

MILLARD, C. V. and HUGGETT, Albert J. **An Introduction to Elementary Education.** New York, Toronto, London, McGraw-Hill Book Company, Inc. 1953. 365 p. illus., bibl. — A comprehensive guide for students aiming to give them some ideas concerning present-day trends in buildings, equipment, and supplies; to provide them with an insight into some of the characteristics of elementary school children and of the teaching staff; to help them to understand community and cultural backgrounds of elementary education; to inform them about the development of teaching in the elementary school as an occupation; to indicate to them the qualifications for success in teaching; and to acquaint them with the opportunities in teaching. (IBE)

372.223 (494) SENIOR PRIMARY EDUCATION (SWITZERLAND) — 371.43 ACTIVITY SCHOOLS

Die Winterthurer Werkklassen 1944-1953. Winterthur, Schulamt, 1954. 70 p. app. — A report compiled by the study circle of senior primary school teachers and by the school commission of the town of Winterthur on the experiments carried out during the reorganization of the senior section of the primary schools according to new criteria. (IBE)

372.3 EARLY CHILDHOOD EDUCATION

Helping Children Grow. Guide to Use of Selected Materials That Contribute to Child Growth. Washington, D.C., Association for Childhood Education International, cop. 1951. 82 p. illus. — A practical guide showing the importance of the child's environment, and hence of the materials used in education striving for the harmonious development of children from 2 to 7 years of age. (IBE)

373 (44) SECONDARY EDUCATION (FRANCE)

L'enseignement du second degré. Buts — Structure — Méthodes — Moyens — Education physique et morale — Vie matérielle des élèves. Paris, Service d'édition et de vente des publications de l'Education nationale, n.d. 81 p. (Mémoires et Documents scolaires, nouvelle série No. 4). — Ministerial circulars from the General Directorate of Secondary Education concerning school guidance, teaching methods, organization of work, safety and children's welfare, etc. (IBE)

373.109 (42) PRIVATE SECONDARY EDUCATION — 371.262 (42) EXAMINATIONS (UNITED KINGDOM)

SKINNER, Dorney. **Rich Reward. The Experiences of a Crammer.** London, Rockliffe, 1954. 108 p. — A commentary on the function of "public schools" and the reasons why some boys fail to respond to the methods of a big school, written by a "crammer" (a private tutor specializing in preparing boys for important examinations upon which careers depend). A study of the influence of environment on the boys subject to this regime, the problems connected with examinations, and the role of the principals of schools and their assistants, the boys' parents and tutors. (IBE)

373.12 (73) MODERN SECONDARY SCHOOLS (U.S.A.) — 373.0 CURRICULA

CHISHOLM, Leslie L. **The Work of the Modern High School.** New York, The Macmillan Company, 1953. 542 p. bibl. — Suggestions for secondary school teachers and directors of schools in drawing up an effective democratic programme of work taking account of the conditions and needs of modern American youth, and indicating (a) the place of education in American life; (b) what the schools ought to teach; (c) new types of curriculum organization; and (d) a plan of action. (IBE)

373.7 APPRENTICESHIP — 371.86 USE OF LEISURE

JEANGROS, Erwin. *Berufsjugend und Fachpresse*. Bern, Schriftenreihe des Kantonalen Amtes für berufliche Ausbildung, 1954. 50 p. — Results of an inquiry undertaken among a group of apprentices concerning the time spent in reading vocational books and journals and the conclusions drawn by the author, who is in charge of the apprenticeship office in Bern. (IBE)

374 ADULT EDUCATION — 37 G YEARBOOKS

HENRY, Nelson B. *Mass Media and Education*. The Fifty-third Yearbook of the National Society for the Study of Education. Part II. Chicago, Illinois, University of Chicago Press, 1954. 290 p. — A study of the purpose of mass media and of the various ideas and concepts stimulated by that purpose (authoritarian, libertarian, Marxist, and social-responsibility), followed by sections dealing with the ways in which mass media operate, and what the schools and the public can do about the matter. (IBE)

374 ADULT EDUCATION

COLE, G. D. H., and PHILIP, André (Edited by). *A Report on the Unesco La Brévière Seminar on Workers' Education, Compiègne, France, July-August 1952*. Paris, Unesco, 1953. 44 p. (Educational Studies and Documents, No. I). — Problems studied: organization and administration in workers' education, teaching methods in workers' education, fundamental principles in such education, workers' education and international understanding. In conclusion, recommendations addressed to various organizations. (IBE)

374 (489) ADULT EDUCATION (DENMARK)

MANNICHE, Peter. *Living Democracy in Denmark*. Toronto, Canada, The Ryerson Press, 1952. 240 p. illus. — Revised and enlarged edition of "Denmark, A Social Laboratory" published in 1939 and 1948. A study of the general development of social welfare, cooperative, cultural and educational movements, and specially of the folk high schools in Denmark and their influence on the life of Danish people. (IBE)

374 (71) ADULT EDUCATION (CANADA)

KIDD, J. R. (edited by). *Adult Education in Canada*. Toronto Canadian Association for Adult Education (1950). 249 p. bibl. — An introduction to adult education in Canada providing (1) background material concerning its history, aims and objectives, and an assessment of the present position; (2) a description of the work of some organizations; (3) a selected list of programmes in some detail; and (4) a bibliography of Canadian writing on adult education and an index of organizations. (IBE)

375.0 GENERAL QUESTIONS RELATIVE TO THE CURRICULUM

KILPATRICK, W. H., RUGG, Harold, WASHBURN, Carleton, and BONSER, F. G. *El nuevo programa escolar*. 3rd ed. Buenos Aires, Losada, 1951. 128 p. — Translation into Spanish, by Lorenzo Luzuriaga, of four studies dealing with school curricula published originally in the 25th Yearbook of the National Society for the Study of Education. (IBE)

375.0 (71) GENERAL QUESTIONS RELATIVE TO THE CURRICULUM (CANADA)

CAMPBELL, H. L. *Curriculum Trends in Canadian Education*. Toronto, W. J. Gage (1952). 108 p. — The text of two lectures concerning the evolution of school curricula in Canada delivered under "The Quance Lectureship in Canadian Education" of the University of Saskatchewan. (IBE)

375.102 SPELLING

HÖLLER, Ernst. *Zeitgemässer Rechtschreibunterricht auf Grundlage einer fehlerkundlichen Erhebung bei Zehnjährigen*. Wien, Verlag für Jugend und Volk, (1953). 72 p. fig. — Results of an inquiry carried out in Vienna in 1949-1950 with ten-year old schoolchildren on the most frequent spelling mistakes, the various causes for the errors and the ways of avoiding them. (IBE)

375.105 COMPOSITION, STYLE

TILLE, Josef. *Theorie und Praxis des Aufsatz-Unterrichts*. 2nd ed. Wien, Verlag für Jugend und Volk, cop. 1950. 212 p. — Sense and educational value of composition, and characteristics of the modern style, themes and types of composition, practical exercises, criticism of pupils' composition, various types of lessons, etc. (IBE)

375.12 MOTHER TONGUE

SÁEZ, Antonia. *Las artes del lenguaje en la escuela elemental*. Buenos Aires, Kapelusz. viii & 172 p. bibl. — Being inspired by numerous books written in English, Mrs. Sáez, professor in the faculty of education of the University of Puerto Rico, offers guiding principles and techniques to primary teachers of Spanish, thus enabling them to enliven their lessons on the mother tongue in primary schools. The most important chapters deal with the functions and development of language in children; the role of conversation and story-telling in schools; description of paintings; and the teaching of poetry, grammar, and the written language, etc.; all being supplemented by a bibliography of children's books in Spanish and books suitable for teachers. (IBE)

375.12 MOTHER TONGUE — 37 P RESEARCH AND INQUIRIES

RODRÍGUEZ BOU, Ismael. *La lengua hablada en la escuela elemental*. Temas favoritos y errores comunes de sintaxis y morfología. Río Piedras, Universidad de Puerto Rico, 1952. 96 p. tabl., bibl. — Results of research into children's interests, explored through their spoken language, followed by a study of the chief mistakes in expression of primary schoolchildren in Puerto Rico when talking in their mother tongue, Spanish. Teaching suggestions for correcting these errors. (IBE)

375.12 MOTHER TONGUE

FIRSOV, G. P. (under the direction of). *Из опыта работы учителей русскоязыных школ*. Pedagoghicheskije techeniia. Moskva, Izdatelstvo Akademii pedagoghicheskikh naouk R.S.F.S.R., 1953. 186 p. (Akademiia pedagoghicheskikh naouk R.S.F.S.R. Institut metodov aboutcheniia). — Eleven professors of Russian describe their educational experiments and the results obtained in their classes. Introduction by Professor G. P. Firsov. (IBE)

375.13 MODERN LANGUAGES

Modern Languages in the Schools. Paris, Unesco, 1953. 88 p. (Educational Studies and Documents, No. VI). — Data and graphs showing the present situation with respect to the teaching of modern languages in schools in all parts of the world, indicating such factors as the beginning age and grade for each modern language, the length of time measured in school years that the language is taught, the number of hours per week devoted to language teaching, whether language instruction is obligatory, optional, or obligatory within options. Details are also given regarding the teaching of the mother tongue and, in the case of multilingual states, of other national languages. (IBE)

375.13 MODERN LANGUAGES

BENEDICT, Gaston. *L'enseignement vivant des langues vivantes par la méthode directe progressive*. Lausanne, Pro Schola, 1950. 34 p. — How to avoid using the mother tongue and any other form of intermediary between the teacher and pupil when teaching foreign languages. It is from the lips of the teacher that the pupils should receive direct instruction by directed conversation through reading, questions and answers. With neither exercise nor translation, one should aim to get the pupils to think and to express themselves directly in the foreign language. (IBE)

375.141 LATIN — 373 (494) SECONDARY EDUCATION (SWITZERLAND)

L'affaire du latin. Réquisitoire et plaidoiries. Lausanne, F. Rouge, 1954. 90 p. — The case against the teaching of Latin as given by Professor Nicolet (Latin, a dead language and false learning), followed by an article by Mr. Pierre Chessex, Director of the Secondary Scientific School for the Canton of Vaud (Latin and secondary education reform), and one in defence of Latin by Professor Schmid suggesting a reformed method of teaching the subject. (IBE)

375.2 NATURAL SCIENCE

HARRIS, Thistle Y. *The Teaching of Nature Study*. Melbourne, Australian Council for Educational Research, 1954. 100 p. bibl., app., fig. — Guide based on the results of an investigation into the teaching of nature study in the primary schools of New South Wales (children of 8-10 years), dealing with the place of science in the general education programme, children's ability to grasp knowledge of nature, field work and experiments in schools, programme-making in nature study, school tests, etc. (IBE)

375.2 SCIENCE — 375.91 HANDICRAFTS

BLOUGH, Glenn O., and CAMPBELL, Marjorie H. *Making and Using Classroom Science Materials in the Elementary School*. New York, The Dryden Press, 1954. 229 p. illus. — A practical guide for primary teachers and prospective teachers, the first chapter of which concerns "the science room and the science teacher", including the organization of the work, group work and keeping records, etc. The chapters on "the earth and the sky", "air, weather, and aviation", "magnetism and electricity", "sound, light, and heat" and "machines" include instructions for the making of simple apparatus from easily available materials, all of which have been used with success. (IBE)

375.2 SCIENCE

JOSEPH, E. D. *The Teaching of Science in Tropical Primary Schools*. London, Oxford University Press, Geoffrey Cumberlege, 1953. 234 p. fig., app. (Volume I of the Unesco Handbooks on the Teaching of Science in Tropical Countries). — This first volume of the series, designed specially for science teachers in tropical areas and countries that are not yet highly organized and industrialized, contains the general principles of scientific teaching for children at the primary stage (6 to 12 years), and indications concerning the selection of material and the planning of practical work and performance of experiments. (IBE)

375.22 CHEMISTRY

NEWBURY, N. F. *The Teaching of Chemistry in Tropical Secondary Schools*. London, Oxford University Press, Geoffrey Cumberlege, 1953. 299 p. fig. app. (Volume IX of the Unesco Handbooks on the Teaching of Science in Tropical Countries). — Advice and information on the teaching of chemistry in the secondary schools of tropical countries (children in the approximate age-group 11 to 18 years), bearing on the selection of suitable material, and the planning and carrying out of practical work. (IBE)

375.25 BIOLOGY

GREEN, T. L. *Biology in the Secondary Modern School*. London, Allman & Son, cop. 1954. 216 p. bibl. — A description of practical methods, the fruit of long experience, for the teaching of elementary biology, stressing the importance of this subject as a basis for social education. (IBE)

375.31 ARITHMETIC — 370.46 EDUCATIONAL PSYCHOLOGY

MORAES, Anna Maria M. de. *Recherche psychopédagogique sur la solution des problèmes d'arithmétique*. Louvain, Nauwelaerts; Paris, Vrin; 1954. 142 p. — Experimental educational research bearing on the nature of errors in solving arithmetic problems, by the method of investigation of "reasoning aloud", with schoolchildren aged 8 to 15 years. (IBE)

375.31 ARITHMETIC

LOVELL, K., and SMITH, C. H. J. *The Teaching of Arithmetic in Primary Schools*. London, University of London Press, cop. 1953. 128 p. bibl. — Success in the teaching of mathematics, in the authors' view, lies in the careful grading of examples. The prime reason for including the subject in the school curriculum is to enable children to tackle problems in life which depend upon mathematical knowledge. Reference is made to recent research in the teaching of arithmetic, etc. (IBE)

375.75 MUSIC

WARNER, Theodor. **Handwerkslehre zur Musikerziehung für Lehrkräfte der Volksschulen.** Kassel und Basel, Bärenreiter-Verlag, 1954. 94 p. — A guide written particularly for primary school teachers having to teach music but having no special musical talent. The author stresses the unity of this subject, which ought to appeal to the child's activity (play, rhythm, movement), sense of melody and musical phrasing, imagination and improvisation. (IBE)

375.75 MUSIC

MATTHES, René. **Elementare Musikerziehung.** Methodisch-didaktischer Leitfaden unter besonderer Berücksichtigung des Blockflötenunterrichts. Basel, Bärenreiter-Verlag, 1951. 94 p. fig. — A methodological and teaching guide based on a study of the recorder, for teachers in charge of music teaching in primary schools. (IBE)

375.91 HANDICRAFTS

MOORE, Frank C., HAMBURGER, Carl H., and KINGZETT, Anna-Laura. **Handcrafts for Elementary Schools.** A Handbook of Practical Suggestions for Teachers. Boston (Mass.), Heath, cop. 1953. 324 p. illus. — Practical guidance for the teaching and performance of craftwork, including details of techniques and materials, and correlation with other subjects. Contains designs and patterns for many crafts, and detailed suggestions for classroom organization; also a complete description of a craft programme for all levels of education. (IBE)

375.91 HANDICRAFTS — "POLYTECHNICAL" EDUCATION

JELTOV, A. K. and KONOBEVSKII, V. P. **Troekourovskaja sredniaia shkola.** Riazanskoi oblasti. Moskva, Gosoudarstvennoe outchebno-pedagoghicheskoe izdatelstvo ministerstva prosvetchneniia R.S.F.S.R., 1954. 95 p. — Description of the work carried out at the secondary school of Troekourov in the province of Riazan, of the successes obtained in the different subjects and of the application of the principles of polytechnical education. (IBE)

376.1 GIRLS' EDUCATION

Conscience de la féminité. Paris, Editions familiales de France, 1954. 444 p. — A series of studies on women's status in contemporary society. Women today are capable of defining their own femininity; they have their own particular qualities, needs, tastes and responsibilities. If then modern women know how to be their own mistresses, to develop and cultivate their own tastes, they can forge their own personalities and not be merely a reflection or a replica of masculine personalities. (IBE)

376.7 ADOLESCENCE — 370.46 EDUCATIONAL PSYCHOLOGY — 370.47 SOCIOLOGY AND EDUCATION

AUSUBEL, David P. **Theory and Problems of Adolescent Development.** New York, Grune & Stratton, 1954. 580 p. bibl. — A comprehensive study of adolescent development based on the vast quantity of research data that has accumulated over the past fifty years in the field of adolescent psychology. I. An historical survey of the various theories that have been put forward and of the problems of evaluation and classification. II. Psychobiological problems such as the psychology of transition, physiological and physical growth, personality maturation and parent-child relationships, and intellectual and moral development. III. Psychosocial problems including those caused by the prolongation of sub-adulthood, peer group socialisation, extended schooling and vocational apprenticeship, rapid social change, war, economic depression, etc. IV. Problems of behaviour disorder, delinquency, mental hygiene and guidance. (IBE)

377.1 RELIGIOUS EDUCATION — 379.75 (42) SCHOOL POLITICS FROM THE RELIGIOUS AND DENOMINATIONAL POINT OF VIEW (UNITED KINGDOM)

SMITH, W. O. Lester. (A Symposium edited by). **The School as a Christian Community.** London, S.C.M. Press Ltd., 1954. 102 p. — A series of articles by eight different authors on the place of religion in different types of English schools. (IBE)

377.2 MORAL EDUCATION — 377.35 EDUCATION FOR CITIZENSHIP

ORATA, Pedro T. **Education for Better Living**. Manila, Philippines, University Co., cop. 1953. 496 p. — Believing that schools ought not to confine themselves merely to passing on knowledge, but that they should aim to prepare individuals for a better life, the author indicates ways of giving pupils the moral education indispensable for developing their personalities, whether it be education for family and community living or education for citizenship. (IBE)

377.21 CHARACTER EDUCATION

- ALLERS, Rudolf. **Handicaps psychologiques de l'existence**. Traduit de l'anglais par Emile Marmy. Lyon et Paris, Vitte, 1954. 213 p. — An analysis of the difficulties encountered in social and working-day life, and a study of the possibilities of remedying them through character improvement. (IBE)

377.21 CHARACTER EDUCATION

KÜNKEL, Fritz. **Psychothérapie du caractère**. Traduit de l'allemand par L. Barbey. Lyon et Paris, Vitte, 1952. 182 p. — Psychotherapy through self-education, according to the thesis of *Wir-Psychologie* (psychology of ourselves) studied from the mutual man-to-man relationships (doctor-patient) and their reciprocal influence arousing *Wir-Erlebnis* (consciousness of ourselves). (IBE)

377.21 CHARACTER EDUCATION — 377.32 EDUCATION FOR MUTUAL HELP

MAKARENKO, A. S. **Flaghi na bachniakh**. 3rd vol. Moskva, Izdatelstvo Akademii pedagogicheskikh nauk R.S.F.S.R., 1949. 474 p. (Supplément au journal "Pédagogie soviétique". — Œuvres pédagogiques choisies en 4 volumes). — In this third volume, "the flags on the towers", Makarenko relates his educational experiences in collective communities, insisting on the interdependence of the individual and the collectivity. The last part is devoted to the discussions and the criticisms raised by the publication of this volume and the replies given by the author. (IBE)

377.255 SEX EDUCATION

GAGEY, Roland. **L'éducation sexuelle de votre enfant**. Paris, published by the author, 1954. 222 p. bibl. — By means of simple examples, the author shows how parents and teachers can reply to the numerous questions asked by children and adolescents concerning the sex problem. (IBE)

377.31 EDUCATION FOR JUSTICE — 341 RIGHTS OF MAN

Les Droits de l'Homme et l'enseignement. Paris, Service d'édition et de vente des publications de l'Éducation nationale, 88 p. (Mémoires et documents scolaires, nouvelle série No. 5). — Possibilities of introducing in primary and secondary schools the teaching of the Rights of Man as laid down in the Universal Declaration. Reports drawn up by the French National Commission for Unesco as the result of a seminar organized by this body in the Netherlands in 1952. (IBE)

377.32 (47) EDUCATION FOR MUTUAL HELP — 379.9 (47) OFFICIAL DOCUMENTS (U.S.S.R.)

Sbornik rounkovodiachchikh materialov o shkole. Moskva, Izdatelstvo Akademii pedagogicheskikh nauk R.S.T.S.R., 1952. Livre III. 307 p. (Akademiia pedagogicheskikh nauk R.S.F.S.R. Supplément au journal "Pédagogie soviétique", 1952). — A collection of directives on school work including the decrees of the TSK VKP and of the Soviet government on school questions, and the regulations of the VLKSM on the work of the komosols and pioneers organization in schools. (IBE)

377.38 EDUCATION FOR PEACE

READ, Herbert. **Education for Peace**. London, Routledge & Kegan Paul, 1950. 131 p. — How to apply educational methods which will ensure the control of man's aggressive instincts (which become all the more powerful if repressed and unconscious), divert them into harmless channels, and harness them to worthwhile peaceful aims. (IBE)

377.9 AID FOR THE YOUNG — 377.944 VOCATIONAL GUIDANCE

CURRAN, Charles A. *Counseling in Catholic Life and Education*. New York, The Macmillan Company, 1953 (2nd printing). 462 p. bibl. gloss. — A thorough study of the various aspects of the practice of counselling, based on psychological knowledge, Thomist philosophy and Catholic theology. (IBE)

377.911 DIFFICULT CHILDREN

TOULEMONDE, Jean. *Les inquiets. Caractérologie — Thérapeutique*. Les enfants nerveux. — Les impatientes. — Les retardataires. — Les bégues. — Les irascibles. — Les susceptibles. — Les méfiants. — Les envieux. — Les timides. — Les misanthropes. — Les avares. — Les nosophobes. — Les scrupuleux. Paris, Payot, 1953. 296 p. — A study of the mechanism, of the manifestation under different forms and of the therapy of troubled children, classified as introverted, reflective, anti-social and retrospective, in contrast with the extraverted, sociable and superficial. (IBE)

378 (42) HIGHER EDUCATION (UNITED KINGDOM)

Higher Education in the United Kingdom: A Handbook for Students from Overseas. London, Longmans, Green & Co., 1954. (For the British Council and the Association of Universities of the British Commonwealth). 168 p. app. — A revised edition of a handbook giving a general conspectus of facilities for higher education in the United Kingdom compiled for the use of overseas students. (IBE)

378 (46) HIGHER EDUCATION — 37 B (46) HISTORY OF EDUCATION (SPAIN)

PEREÑA VICENTE, Luciano. *La Universidad de Salamanca, forja del pensamiento político español en el siglo XVI*. Universidad de Salamanca, 1954. 170 p. (Historia de la Universidad, Tomo I, núm. 2). — Published to mark the seven-hundredth anniversary of the University of Salamanca, this study analyses the thought of those famous professors of the university who have influenced Spanish political thought. (IBE)

379 (494) SCHOOL ORGANIZATION — 379.32 (494) FINANCE AND ACCOUNTS (SWITZERLAND)

INGOLD, Karl. *Schulorganisation und Schulhaushalt von Stadt und Kanton Schaffhausen 1804 bis 1850*. Stein-am-Rhein, Karl Ingold, 1953. 188 p. diag., table. — A general picture of the school organization and financing of education in the town and canton of Schaffhausen: historical introduction, evolution of school legislation, organization and development of the school system, school needs and the education budget. (IBE)

379.5 SCHOOLS AND THE PUBLIC

HENRY, Nelson B. (Edited by), *Citizen Co-operation for Better Public Schools*. Chicago, The University of Chicago Press, 1954. xviii & 304 p. (The Fifty-third Yearbook of the National Society for the Study of Education, Part I). — Explains the importance and role of citizen cooperation in public school education, covering the background and need for such cooperation, some of the most important problems involved, current developments and their implications, and suggestions for improving such cooperation in the future. (IBE)

By subscribing to the "International Service of Education Card Indexes", librarians and educationists wishing to establish a record of recent books on education may obtain copies of the above bibliographical notices, printed on one side of the paper only, suitable for mounting on index cards.

III. ACTIVITY OF THE BUREAU

RESEARCH DIVISION

Inquiry on the Systems of Financing Education. — The Bureau is analysing the 34 replies received up to the present from the Ministries of Education to the questionnaire submitted to them. The following countries have replied to this inquiry: Afghanistan, Australia, Bulgaria, Cambodia, Ceylon, Chile, Ecuador, France, Greece, Guatemala, Honduras, Ireland, Israel, Japan, Lebanon, Liberia, Luxemburg, Monaco, Netherlands, New Zealand, Norway, Pakistan, Portugal, Salvador, Saudi Arabia, Spain, Sweden, Switzerland, Syria, Thailand, United Kingdom, United States, Venezuela, Vietnam.

Inquiry on the Teaching of Art. — The Bureau has begun the analysis of the 46 replies transmitted by the Ministries of Education of the following countries: Afghanistan, Australia, Austria, Belgium, Bolivia, Brazil, Bulgaria, Cambodia, Ceylon, Chile, Colombia, Costa Rica, Denmark, Dominican Republic, Ethiopia, Finland, Greece, Honduras, India, Ireland, Israel, Italy, Japan, Jordan, Laos, Liberia, Luxemburg, Mexico, Monaco, Netherlands, New Zealand, Norway, Panama, Paraguay, Persia, Peru, Philippines, Portugal, Saudi Arabia, Spain, Sweden, Turkey, Union of South Africa, United Kingdom, Uruguay, Vietnam.

INFORMATION DIVISION

International Education Library. — Books received during the fourth quarter of 1954: collection of books on psychology, education, school legislation and organization, 495; school textbooks, 511; children's books, 635; total, 1,641. Total of books received during 1954: 5,021.

Participation in Exhibitions. — During the fourth quarter of 1954 the IBE loaned collections of school textbooks and children's books, from the International Education Library, to exhibitions which were held in Santiago in Chile (International Seminar on Secondary Education), Cairo (Near-East Conference on Compulsory Education), Madrid (Exhibition of Children's Literature), and Neuchâtel (inauguration of the Permanent School Exhibition).

Publications. — The French and English editions of the International Yearbook of Education have appeared. This yearbook contains data on educational progress in 63 countries.

Translation. — The Ministry of National Education at Ankara, Turkey, has been authorised to publish in Turkish the two volumes, Nos. 116 and 148 (Nos. 117 and 149 in English), on "Primary Teacher Training", published jointly by Unesco and the International Bureau of Education.

Publications of the International Bureau of Education

- | | |
|--|--|
| <p>1. Guide du Voyageur s'intéressant aux écoles . . . Out of print</p> <p>2. La Paix par l'Ecole. P. Bovet. Work of the International Conference at Prague . . . Fr. 2.—</p> <p>3. Education, Travail et Paix. Albert Thomas . . . Out of print</p> <p style="padding-left: 20px;">L'Education et la Paix. Bibliographie. . . . Out of print</p> <p>4. Le Bilinguisme et l'Education. Work of the International Conference at Luxemburg . . . Out of print</p> <p>5. Correspondances interscolaires. P. Bovet . . . Out of print</p> <p>6. The Co-operation of School and Home. In French and German . . . Out of print</p> <p style="padding-left: 20px;">In English and Spanish . . . Fr. 0.60</p> <p>7. Comment faire connaître la Société des Nations et développer l'esprit de coopération internationale. Premier cours . . . Out of print</p> <p>8. Troisième cours . . . Out of print</p> <p>9. Quatrième cours . . . Out of print</p> <p>10. Cinquième cours . . . Out of print</p> <p>11. Children's Books and International Goodwill. 2nd Ed. In French and English . . . Fr. 5.50</p> <p>12. L'enseignement de l'Histoire du Travail. Fernand Maurette . . . Out of print</p> <p>13. L'Education en Pologne . . . Out of print</p> <p>14. Quelques méthodes pour le choix des livres des Bibliothèques scolaires . . . Out of print</p> <p>15. Some Methods employed in the Choice of Books for School Libraries . . . Out of print</p> <p>16. La pédagogie et les problèmes internationaux d'après-guerre en Roumanie. C. Kiritzescu . . . Out of print</p> <p>17. Le Bureau international d'Education (illustrated) Out of print</p> <p>18 A. Plan for the Classification of Educational Documents . . . Fr. 1.50</p> <p>19. La Préparation à l'Education familiale . . . Fr. 3.50</p> <p>20. Le Bureau international d'Education en 1930-1931 . . . Fr. 2.50</p> <p>21. Le Bureau international d'Education en 1931-1932 . . . Fr. 2.50</p> <p>22. La Paix et l'Education. Dr. Maria Montessori. . . Fr. 1.50</p> <p>23. Peace and Education. Dr. Montessori. . . Fr. 1.50</p> <p>24. L'Organisation de l'Instruction publique dans 53 pays (with diagrams) . . . Fr. 11.—</p> <p>25. L'Instruction publique en Egypte . . . Fr. 1.50</p> <p>26. L'Instruction publique en Estonie. . . Fr. 1.50</p> <p>27. Annuaire international de l'Education et de l'Enseignement 1933 . . . Out of print</p> <p>28. La coordination dans le domaine de la littérature enfantine . . . Fr. 1.50</p> | <p>29. La situation de la femme mariée dans l'enseignement. . . . Out of print</p> <p>30. Travail et congés scolaires . . . Fr. 3.—</p> <p>31. Le Bureau international d'Education en 1932-1933 . . . Fr. 2.—</p> <p>32. Les économies dans le domaine de l'Instruction publique . . . Fr. 3.—</p> <p>33. La scolarité obligatoire et sa prolongation . . . Out of print</p> <p>34. L'admission aux écoles secondaires . . . Out of print</p> <p>35. Annuaire international de l'Education et de l'Enseignement 1934 . . . Fr. 14.—</p> <p>36. La réforme scolaire polonaise . . . Out of print</p> <p>36 bis. Le Bureau international d'Education en 1933-1934 . . . Fr. 1.—</p> <p>37. III^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Out of print</p> <p>38. Le self-government à l'école . . . Fr. 4.—</p> <p>39. Le travail par équipes à l'école . . . Out of print</p> <p>40. La formation professionnelle du personnel enseignant secondaire. . . . Out of print</p> <p>41. Les Conseils de l'Instruction publique . . . Fr. 3.—</p> <p>42. La formation professionnelle du personnel enseignant primaire . . . Out of print</p> <p>43. Annuaire international de l'Education et de l'Enseignement 1935 . . . Out of print</p> <p>44. Le Bureau international d'Education en 1934-1935 . . . Fr. 1.—</p> <p>45. IV^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions. . . Fr. 4.—</p> <p>46. Les périodiques pour la jeunesse . . . Out of print</p> <p>47. La législation régissant les constructions scolaires Out of print</p> <p>48. L'organisation de l'enseignement rural . . . Out of print</p> <p>49. L'organisation de l'enseignement spécial. . . Fr. 4.—</p> <p>50. Annuaire international de l'Education et de l'Enseignement 1936 . . . Out of print</p> <p>51. Le Bureau international d'Education en 1935-1936 . . . Fr. 1.—</p> <p>52. V^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Fr. 4.—</p> <p>53. L'enseignement de la psychologie dans la préparation des maîtres . . . Out of print</p> <p>54. L'enseignement des langues vivantes . . . Out of print</p> <p>55. L'inspection de l'enseignement . . . Out of print</p> <p>56. Annuaire international de l'Education et de l'Enseignement 1937 . . . Out of print</p> <p>57. Le Bureau international d'Education en 1936-1937 . . . Fr. 1.—</p> |
|--|--|

VI* Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions.	Out of print	89. Le Bureau international d'Éducation en 1943-1944.	Fr. 2.—
Elaboration, utilisation et choix des manuels scolaires	Out of print	90. The International Bureau of Education in 1943-1944	Fr. 2.—
L'enseignement des langues anciennes	Fr. 5.50	91. L'enseignement de l'hygiène dans les écoles primaires et secondaires	Out of print
La rétribution du personnel enseignant primaire	Fr. 9.—	92. L'égalité d'accès à l'enseignement du second degré	Fr. 5.—
Annuaire international de l'Éducation et de l'Enseignement 1938	Out of print	93. IX* Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Out of print
Le Bureau international d'Éducation en 1937-1938	Fr. 1.50	94. Annuaire international de l'Éducation et de l'Enseignement 1946 (bound Fr. 12.—)	Fr. 10.—
VII* Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions	Fr. 4.50	95. The Teaching of Hygiene in Primary and Secondary Schools.	Fr. 2.—
Annuaire international de l'Éducation et de l'Enseignement 1939	Out of print	96. Equality of Opportunity for Secondary Education	Fr. 2.—
La rétribution du personnel enseignant secondaire	Fr. 9.—	97. La gratuité du matériel scolaire	Fr. 7.—
L'enseignement de la géographie dans les écoles secondaires	Fr. 7.—	98. L'éducation physique dans l'enseignement secondaire.	Fr. 7.—
L'organisation de l'éducation préscolaire	Fr. 7.—	99. X* Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 5.—
Le Bureau international d'Éducation en 1938-1939	Fr. 1.50	100. Xth International Conference on Public Education. Proceedings and Recommendations	Fr. 5.—
VIII* Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions	Fr. 4.50	101. Annuaire international de l'Éducation et de l'Enseignement 1947	Fr. 15.—
Le Bureau international d'Éducation en 1939-1940	Fr. 1.50	*102. L'enseignement de l'écriture	Fr. 5.—
L'organisation des bibliothèques scolaires.	Fr. 7.—	*103. The Teaching of Handwriting	Fr. 5.—
L'éducation physique dans l'enseignement primaire	Out of print	*104. Les psychologues scolaires	Fr. 5.—
Le Bureau international d'Éducation en 1940-1941	Fr. 1.50	*105. School Psychologists	Fr. 5.—
L'enseignement ménager dans les écoles primaires et secondaires	Fr. 9.—	*106. XI* Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 5.—
The International Bureau of Education in 1940-1941.	Out of print	*107. XIth International Conference on Public Education. Proceedings and Recommendations.	Fr. 5.—
Le Bureau international d'Éducation en 1941-1942	Fr. 2.—	*108. Annuaire international de l'Éducation et de l'Enseignement 1948	Fr. 15.—
L'enseignement des travaux manuels dans les écoles primaires et secondaires	Fr. 8.—	*109. International Yearbook of Education 1948	Fr. 15.—
The International Bureau of Education in 1941-1942.	Fr. 2.—	*110. L'initiation aux sciences naturelles à l'école primaire	Fr. 6.—
Les précurseurs du Bureau international d'Éducation. P. Rossello.	Fr. 8.—	*111. Introduction to Natural Science in Primary Schools.	Fr. 6.—
Le Bureau international d'Éducation en 1942-1943	Fr. 2.—	*112. L'enseignement de la lecture.	Fr. 6.—
The International Bureau of Education in 1942-1943.	Fr. 2.—	*113. The Teaching of Reading	Fr. 6.—
Le Bureau international d'Éducation et la reconstruction éducative d'après-guerre	Out of print	*114. XII* Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—
The International Bureau of Education and Post-War Educational Reconstruction	Fr. 1.—	*115. XIIth International Conference on Public Education. Proceedings and Recommendations.	Fr. 3.—
Recueil des recommandations formulées par les Conférences internationales de l'Instruction publique	Out of print	*116. La formation professionnelle du personnel enseignant primaire (deuxième édition)	Fr. 8.—
Recommendations of the International Conferences on Public Education.	Fr. 3.—	*117. Primary Teacher Training.	Fr. 8.—
L'instruction publique en Hongrie. J. Somogyi	Fr. 5.—	*118. Annuaire international de l'Éducation et de l'Enseignement 1949	Fr. 10.—
Reconstruction éducative. Livre blanc anglais sur la réforme scolaire. Board of Education	Fr. 2.—	*119. International Yearbook of Education 1949	Fr. 10.—

*120. L'initiation mathématique à l'école primaire . . .	Fr. 6.—	*141. Access of Women to Education	
*121. Introduction to Mathematics in Primary Schools	Fr. 6.—	*142. XV ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	
*122. L'enseignement des travaux manuels dans les écoles secondaires	Fr. 4.—	*143. XV th International Conference on Public Education. Proceedings and Recommendations	
*123. The Teaching of Handicrafts in Secondary Schools.	Fr. 4.—	*144. Annuaire international de l'Éducation et de l'Enseignement 1952	
*124. Conférences internationales de l'Instruction publique. Recueil de Recommandations, 1934-1950	Fr. 3.—	*145. International Yearbook of Education 1952	
*125. International Conferences on Public Education. Collected Recommendations, 1934-1950 . . .	Fr. 3.—	*146. La rétribution du personnel enseignant primaire (deuxième édition)	
*126. XIII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—	*147. Primary Teachers' Salaries	
*127. XIII th International Conference on Public Education. Proceedings and Recommendations	Fr. 3.—	*148. La formation du personnel enseignant primaire (deuxième partie)	
*128. Canteens and vestiaires scolaires	Fr. 3.—	*149. Primary Teacher Training (second part) . . .	
*129. School Meals and Clothing	Fr. 3.—	*150. XVI ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	
*130. Annuaire international de l'Éducation et de l'Enseignement 1950	Fr. 8.—	*151. XVI th International Conference on Public Education. Proceedings and Recommendations	
*131. International Yearbook of Education 1950 . . .	Fr. 8.—	*152. Annuaire international de l'Éducation 1953. .	
*132. La scolarité obligatoire et sa prolongation . . .	Fr. 5.—	*153. International Yearbook of Education 1953. .	
*133. Compulsory Education and its Prolongation . .	Fr. 5.—	*154. La formation professionnelle du personnel enseignant secondaire (deuxième édition)	
*134. XIV ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 4.—	*155. Secondary Teacher Training	
*135. XIV th International Conference on Public Education. Proceedings and Recommendations	Fr. 4.—	*156. La rétribution du personnel enseignant secondaire (deuxième édition)	
*136. Annuaire international de l'Éducation et de l'Enseignement 1951	Fr. 8.—	*157. Secondary Teachers' Salaries	
*137. International Yearbook of Education 1951 . . .	Fr. 8.—	*158. XVII ^e Conférence internationale de l'Instruction publique 1954	
*138. L'enseignement des sciences naturelles dans les écoles secondaires	Fr. 5.—	*159. XVII th International Conference on Public Education 1954	
*139. Teaching of Natural Science in Secondary Schools	Fr. 5.—	*160. Annuaire international de l'Éducation 1954 .	
*140. L'accès des femmes à l'éducation.	Fr. 5.—	*161. International Yearbook of Education 1954 .	

(Prices in Swiss Francs)

* Published jointly by Unesco and the International Bureau of Education.

SUBSCRIPTIONS

Bulletin of the International Bureau of Education — Quarterly in English and French — Annual subscription: 10
 International Education Card Index Service: 5 Swiss francs. Bulletin and Bibliographical Service: 12 Swiss francs
 Publications of the International Bureau of Education. All publications of the Bureau appearing in the course of the year
 free to subscribers to the Publications Service (including the Bulletin and Bibliographical Service). Annual subscription: 30

All subscriptions begin from January 1st.

These publications can be ordered through bookstores or from the

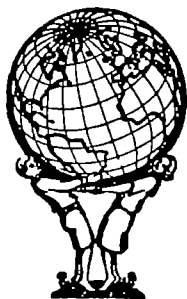
INTERNATIONAL BUREAU OF EDUCATION
 GENEVA

Postal cheque account: L 804

BULLETIN

OF THE
INTERNATIONAL BUREAU
OF EDUCATION

GENEVA



UT PER JUVENES
ASCENDAT MUNDUS



GENEVA
INTERNATIONAL BUREAU OF EDUCATION

XVIIIth INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

CONVENED BY THE UNITED NATIONS
EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
AND THE INTERNATIONAL BUREAU OF EDUCATION

Geneva, 4th to 12th July 1955

LETTER OF INVITATION

Sir,

We have the honour to invite you to participate in the XVIIIth International Conference on Public Education, organized under the agreement governing the relations between the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education. The Conference will be held at Geneva from 4th to 12th July 1955.

The Joint Committee responsible for deciding on the various questions connected with the implementation of the above-mentioned agreement has, as on previous occasions, placed two subjects on the agenda for the Conference—one bearing on the educational system in general, and the other on a special aspect of education.

In the first place, the Conference is called upon to consider the general problem of the financing of education. Having, at its XIVth session, formulated recommendations concerning free and compulsory schooling, the Conference undertook to deal, in greater detail, with the main questions connected with the extension and improvement of school education. Thus it has already studied, in 1952, the problem of women's access to education, and in 1953 and 1954 the training and status of primary and secondary teachers. But it is clear that in most countries the recommendations formulated by the Conference since 1950 cannot be fully implemented, for lack of adequate financial resources. Again, the Regional Conference on Free and Compulsory Education convened by Unesco in Bombay in 1952 (Unesco/Ed/125: Report on the Regional Conference on Free and Compulsory Education in South Asia and the Pacific), and the Conference of Arab States on the same subject which the Egyptian Government organized in Cairo with the technical help of Unesco (December 1954—January 1955), both emphasized the financial aspect of the extension of education in these two regions. It seems therefore, that the time has come to bring this matter to the attention of the competent authorities of the various States taking part in the International Conference on Public Education.

In the second place, the Conference is invited to deal with the question of the teaching of visual art in primary and secondary schools.

Lastly, the delegates will discuss the reports presented by the Ministries of Education on the principal measures adopted during the 1954-1955 school year and on the projects commenced during the same period.

The agenda of the XVIIIth International Conference on Public Education therefore consists of the following items:

- 1. the financing of education;*
- 2. the teaching of the visual arts in primary and secondary schools;*
- 3. brief reports on the progress of education during the year 1954-1955, presented by the Ministries of Education.*

In view of the nature and importance of the two first-named topics, it would be a matter of great satisfaction to us if you could participate in the Conference in person.

If however you are unable to accept this invitation, we hope that you will, on this occasion, be represented by senior officials of your Ministry, and that these will be accompanied by persons who are expert in the matters which are the subject of the agenda. We should be very grateful if you would let us know, as soon as possible, the names of those to be included in your delegation.

The list of States and international organizations invited to the Conference is annexed to this letter. Comments on the three items of the agenda will be sent to you shortly and you will, in due course, receive the documents prepared for the Conference.

We should be much obliged if you would let us have, at least a fortnight before the opening of the Conference, your brief report on the progress of education in your country during the school year 1954-1955, which is listed as item 3 on the agenda. In order that your report may be circulated and studied, it would be a great help to us if you could have it reproduced and could supply the Secretariat of the Conference with 200 copies, in English and French. May we remind you of the decision, previously taken, that only those reports which are ready for distribution before the discussion should be submitted to the Conference?

The address of the Conference Secretariat is the International Bureau of Education, Palais Wilson, Geneva, to which all correspondence should be sent.

We have the honour to be,

Sir,

Your obedient servants,

Luther H. EVANS

Director-General
United Nations Educational, Scientific
and Cultural Organization

Jean PIAGET

Director
International Bureau of
Education

I. THE EDUCATIONAL WORLD

The International Bureau of Education will be grateful to all editors of journals willing to collaborate in its work of providing educational information on an international scale by reproducing the news items which they find particularly interesting.

AUSTRALIA

Intermediate Certificate Regulations Amended

Since the Department of Education for New South Wales has issued "Alternative Courses of Study" for use in secondary schools, the Board of Secondary School Studies has been obliged to amend the rules governing the award of the Intermediate Certificate so as to make it possible for those pupils who have reached a satisfactory standard in these courses to be awarded the Certificate, which will open for them the door to trade courses and to employment in commercial and industrial fields, except in those occupations requiring further study. The new regulations came into force for the internal Intermediate Examinations in 1954 and will be extended, as from 1955, to the external Intermediate Examination papers set in the alternative courses to meet the needs of pupils of "non-approved" schools and private study candidates. *IBE — 373.105 (94)*

Transport of Pupils and Consolidation of Schools

The policy of consolidation of schools in South Australia has resulted in there being 325 school bus services in operation to convey the pupils from small schools to a larger centre. The number of primary schools has in consequence been reduced considerably from 1,042 in 1935 to 960 in 1940, and to 644 at the end of 1953. Some of the buses are driven by the teachers themselves. In all, the bus services cover a daily average distance of 45 miles. The total cost of these services for the year 1953 was £ 220,531, representing an average cost of 2s. 4d. for each child daily. *IBE — 371.27 — 379.46 (94)*

Supervisor of Education of the Deaf

The Western Australian Education Department has recently created a position of Supervisor of Education of the Deaf whose duties will be not only to supervise the education of deaf children in the state, but also to act as resident headmaster of the Department's Deaf School in Perth. *IBE — 371.912 (94)*

Educational Television

The recently released report of the Royal Commission on Television set up by the Commonwealth government in 1953, recommends that on the national stations there should be a regular children's programme, specially designed not only for the different age groups but also to cover a wide scope of interests. Members of the Commission, however, did not feel that television was as yet a suitable medium for class instruction. They urged that experimental work should first be

carried out, taking advantage of the experience of other countries and adopting it to the particular needs of Australia. *IBE* — 371.368 (94)

AUSTRIA

Children's Literature Prize Each year, the city of Vienna awards a prize to the author of the best book for children published during the year, suitable for children aged between 6 and 14 years, and capable of contributing to their moral or aesthetic training. The Ministry of Education for Austria has now decided to offer a similar prize to be awarded for the first time in 1955. *IBE* — 371.862 (436)

BELGIUM

Unification of the System of Grants A draft law, submitted to parliament, regulates the organization of the State normal (teacher training), secondary and technical education, and also the allocation of grants to establishments in these categories under the jurisdiction of the provinces, communes or private bodies. It provides for one system of grants only, which will replace the three systems at present applied to these three types of education. For the year 1955, the grants allotted to private schools amount to 3,180 million Belgian francs. *IBE* — 379.32 — 379.4 (493)

Salary Standards Provincial, communal and private secondary educational establishments, subsidized by the State, must pay the lay members of their staff salaries equivalent to those paid by the State to teachers in the public schools. In calculating seniority, account must be taken not only of service in the establishment concerned but also in any other private school subsidized by or dependent on the government, the provinces, or the communes. *IBE* — 371.15 (493)

Foreigners Permitted as Professors of Certain Subjects Only Belgian-born or naturalised persons may be appointed study prefects, director-professors or masters in any of the establishments directed by the government. An exception is made, however, in the case of professors of modern languages, physical education, music, art, and handicrafts. In such cases, the government may, on the advice of the Further Training Council, dispense with the conditions of nationality, diplomas, examinations or certificates prescribed by the articles referring to them. *IBE* — 371.15 (493)

Teaching of Religion and Ethics Secondary education includes the teaching of religion (Catholic, Protestant or Jewish) and the ethics inspired by these religions, or the teaching of denominational ethics, the latter being organized by the Ministry of Education. When a pupil is first enrolled, the head of the family or the guardian signs a written declaration stating his choice. Such choice may be modified at the beginning of each school year. If a change is desired during the school year, the request must be made to the Ministry of Education, which will give its decision on the validity of the reasons invoked. *IBE* — 375.6 (493)

BRAZIL

Commercial Education to be Improved

A campaign for the perfecting and development of commercial education has been launched in Brazil. The initiators of this campaign are convinced that the employment of rationalized methods and improved techniques in the field of commercial exchanges demands a thorough change in the training of future tradesmen and office employees. *IBE — 373.53 (81)*

BULGARIA

Education by Correspondence

Each year, the workers and employees who follow correspondence courses bearing on 35 specialised branches of industry and agriculture are called upon to attend courses at one of the advanced schools for a specified length of time; they thus have an opportunity of consulting the professors and of receiving directions for their individual training. Worker students have the right to paid leave for the duration of the courses for which they are convoked, in addition to their regular annual holiday. *IBE — 378.92 (4972)*

CANADA

Measures to Meet the Shortage of Teachers

Among the measures being taken in the various provinces of Canada to meet the shortage of primary and secondary teachers, mention should be made of the following: (a) the reorganization of teacher training institutions to achieve a higher standard of teacher education; (b) financial assistance to students; (c) the establishment of "Future Teachers Clubs", the distribution of guidance handbooks, and the organization of talks on the subject of teaching in all high schools; (d) the recruitment of teachers from among university students and from outside Canada; (e) the organization of publicity campaigns; (f) the closure of small one-room rural schools and the conveyance of pupils to central or "consolidated" schools; (g) the organization of extension courses to help teachers to improve their qualifications; (h) the financing of research into problems of teacher supply and recruitment. *IBE — 371.1 (71)*

Education Week

The nineteenth annual observance of the Canadian Education Week took place from 6th to 12th March, 1955. On the principle that education is everybody's business, thirteen organizations sponsored the Education Week, only about half of them being concerned chiefly with education. *IBE — 37 N (71)*

Itinerant Dental Clinic

The school dental clinic serving the small and isolated communities on the west coast of Newfoundland moves from point to point by boat, jeep station wagon or "snowmobile" (a motor vehicle equipped with skis). It operates from two to four weeks in each community. Besides dental work, a great deal of time is spent on dental health education for both pupils and parents. *IBE — 371.75 (71)*

CEYLON

Five Hundred Multi-Purpose Schools

The Planning Committee of the Ceylon Ministry of Education has approved of a new scheme of educational development involving an expenditure of 50 million rupees in the remaining two years of the current period of the education plan. Under this scheme, 500 multi-purpose schools will be established during these two years, the prescribed minimum enrolment for each being from 1,200 to 1,500 pupils. Other aspects of the Planning Committee's new scheme include provision for the effective teaching of general science at all secondary schools within the next seven years, for the establishment of school libraries, and for the teaching of crafts in 2,000 schools. *IBE — 373 (5487)*

CHINA (PEOPLE'S REPUBLIC)

Primary School Enrolment

In order to understand the problems of school organization in such vast countries as China, it should be remembered that the number of pupils attending primary schools is in the region of 55 millions, representing 10 % of the Chinese population. *IBE — 379.96 (51)*

Higher Education Gratuity

Since 1952, students in the higher education establishments have been exempted from payment of registration fees and have the benefit of free board and lodging. *IBE — 379.62 (51)*

DENMARK

Central Research Institute for School Building

A central research institute to deal with school building has recently been established. Composed of representatives of educationists, technicians and local school authorities, it will study the educational and technical-economical problems of school building on a practical and scientific basis, and put the results of this research work at the disposal of the building authorities and the designing architects. Care will be taken to avoid encroaching upon the rights of local school authorities to make their own decisions as to the appearance and arrangement of schools, so there will be no danger of unified school building work. *IBE — 371.6 (489)*

Andersen's Birth 150 Years Ago

Denmark, and a great many other countries, have been commemorating, and associating young people in the commemoration of, the hundred and fiftieth anniversary of the birth of Hans Christian Andersen, whose stories are the most widely known among the young since they have been translated into eighty different languages. *IBE — 37 C*

EGYPT

New School of Agriculture

By agreement between the Egyptian authorities and the United Nations Relief and Works Agency for Palestine Refugees in the Near East, a new agricultural school has been established at Gaza. The school will begin to function next

summer. It will have fifty regular pupils, and will also give practical courses to more than a hundred adults. *IBE* — 373.53 (62)

FRANCE

Decentralization of Education

It is not only in the field of industrialization that an effort is being made to equalize the distribution of new enterprises throughout the whole of the country. It is now proposed to establish certain scholarships for study exclusively at the provincial universities, in order to counteract the concentration of higher education in Paris. *IBE* — 379.43 — 379.46 (44)

Aiding School Building

A decree has been published in the official Bulletin which will have the effect of simplifying the procedure in regard to school building by regrouping and combining services so as to decrease the cost of the building programme and hasten its execution. A coordinating committee for siting, construction and equipment programmes has been established for this purpose. *IBE* — 371.6 (44)

Product of School Fees

In spite of the fact that registration, examination and certification fees are very low in France, and that a certain number of students are exempted from them, the product of such fees in 1953 was nearly 800 million French francs (100 million for secondary education and 700 million for higher education). *IBE* — 379.32 (44)

Training of Secondary School Teachers

The national syndicate for secondary education, being convinced that the material difficulties of preparing for examinations and competitions are partly responsible for the crisis in recruiting secondary school teachers, proposes to establish, in connection with the faculties of letters and science in each *Académie*, hostels for the use of students wishing to train as secondary school teachers, in which the boarding terms will approximate those at present in force in the higher normal schools. It is thought that the present regional educational centres could serve as a basis for the carrying out of this project. *IBE* — 371.124 (44)

Lectureships at University Post-graduate Level

In order that future scientific research workers, who will be trained at university post-graduate level, may be kept informed of new and valuable discoveries outside the university, "associate masters", both French and foreign, who do not belong to the university staffs, are to be appointed for periods not exceeding two years. *IBE* — 378 (44)

Popular Education Study Courses

More than four thousand leaders responsible for young people's groups will participate this year in study courses of popular education. For the first semester of 1955, 118 sessions are scheduled, of which the chief among them will bring together 350 members for dramatic art, 562 for social evenings, 130 for cinema shows, 100 for introductory art work, 105 for rural and young workers' information, 60 for youth hostels, 165 for scouting, 285 for children's homes, 585 for educational, cultural and social questions, and 805 for holiday camps and open-air activities. *IBE* — 374 — 371.871 (44)

Television at School A week after a programme has been televised, the school television department of the National Centre for Education receives from each of the 8,000 pupils invited an illustrated summary of what they have seen and heard. The children's efforts are afterwards communicated to the persons responsible for the telecasts, and then to the Audio-visual Centre at Saint-Cloud, for study. Three hundred schools, within a maximum radius of a hundred kilometres from the television stations, are at present equipped with reception apparatus for television. The school television programmes occupy two hours per week. *IBE — 371.368 (44)*

Homework The Chambéry section of the School for Parents has carried out an investigation among 16 schools in the town, the results of which show that 27% of primary school pupils, 63% of secondary school pupils and 73% of young people taking technical courses have to study after the evening meal, and that 52% of the children work on Sundays for two or three hours. The 4,200 replies from the parents also state that 45% of secondary school pupils go to bed after 10 o'clock and 20% after 10.30 p. m. *IBE — 371.331 (44)*

Road Traffic Teaching A draft law has been presented to the Council of the Republic, asking that teaching on the traffic code be included, as an option, in primary school study plans. *IBE — 375.831 (44)*

Counteracting Immoral Prejudices A law promulgated in France forbids the inclusion in any future publications for young people of wording or illustrations likely to arouse or to support immoral tendencies. *IBE — 371.861 — 377.31 (44)*

GERMANY

Advisory Teachers A course organized at Hamburg trains "advisory teachers" (*Beratungslehrer*), who will be expected to advise parents and teachers in all cases of educational difficulty in their respective schools. In four terms this course provides for advanced training in sociology and psychology, and for an introduction to the treatment of problem children. *IBE — 371.197 (43)*

Teaching of English An agreement unifying throughout the territory of the German Federal Republic the teaching of foreign languages and making English the first foreign language, the teaching of which will be compulsory in all secondary schools, has been adopted as a result of a conference of the ministers-presidents of the nine *Länder*. An exception will be made in the case of the classical section, where Latin will remain the first foreign language. *IBE — 375.1 (43)*

Improving School Guidance A recent ordinance of the state of Baden-Württemberg, requires that parents of pupils due to leave the primary school should be asked by the teacher to examine with him the type of school to which they will send their child. The teacher's advice will be based on the results obtained by the pupil in the various

tests organized during the second half of the school year. These personal meetings will be preceded by a general discussion of the problem, to which all the parents will be convened one evening. *IBE* — 377.922 (43)

**Physical Education
and Examinations**

In a decree issued by the Hesse Ministry of Education it is stated that performance in physical education affords an opportunity to assess the personality of an examinee, and that a good performance in physical education may compensate for shortcomings in other subjects. The opinion of the sports teacher is to be taken into account in assessing a pupil's degree of maturity. *IBE* — 371.26 (43)

**Development of
Children's Communities**

At the end of the year 1954, the number of children living in the children's villages organized by the Christian movement for German children's villages (*Christliches Jugenddorf Deutschlands*), whose headquarters are at Stuttgart-Weilimdorf, amounted to 2,500. During last year, the villages of Altensteig, Bergmannsglück and Maximiliansau began to be active, and building was completed of the school, workshops and dwelling houses for the Christopferus-Schule village at Obersalzberg. The first socio-educational institute, Haus Waldfrieden, also opened its doors during 1954. *IBE* — 371.44 (43)

For Young Delinquents

The first two houses of the "Youth Movement City" will shortly be opened at Hanovre-Buchholz. Young people of both sexes, who have served a term of imprisonment, will be brought there for a certain length of time to make it easier for them to be integrated into ordinary society. *IBE* — 371.93 (43) — 371.44 (43)

GREECE

Reconstruction of Schools

In spite of the devastations caused by the civil war, the programme of school reconstruction has been almost completed: 665 primary schools and 70 secondary schools were built, completed or repaired during the school year 1953-1954, and a sum of 6,280 million drachmas was set aside in the government budget for this purpose. Government capital expenditure on 568 primary schools amounted to 12,000 million drachmas. *IBE* — 371.6 (495)

HUNGARY

**Institute of
Educational Sciences**

An Institute of Educational Sciences was inaugurated at Budapest on 1st November, 1954. The new institute already has education, history, and methodology sections. *IBE* — 371.124 (439)

INDIA

**All-India Conference
on Education**

The 29th All-India Conference on Education, which was held at Patna, recommended among other things: (a) that the responsibilities of the central government in the educational field should be increased; (b) that at least 25% of the

total budget of the states and at least 15% of the federal budget should be allotted to education, and that a minimum of 50% of the education budget of the states and 40% of the federal budget should be earmarked for primary education; (c) that the problem of teacher training should be given priority in the country's educational policy; (d) that special arrangements should be made to ensure teachers an adequate standard of living and social security; (e) that a special school tax should be levied on all annual revenue exceeding 1,500 rupees; (f) that a complete reform of the primary school system should be contemplated so that free compulsory education might be possible within five years. *IBE — 37 N (54)*

**Fundamental
Education Centre**

The Gandhi Gram social education centre, near Maduras (Madras), established in 1953, is open every five months to fifty young men and women who come there to study the various problems of rural life and to be shown how to gain the confidence of the villagers. The programme of 17 working hours a day includes theoretical courses and practical work, study tours, recreational activities, etc. Already more than a hundred students have introduced into the neighbouring villages spinning, poultry keeping, and paper making, and have opened educational centres, constructed roads, and contributed to the setting up of cooperatives, etc. *IBE — 370.9 (54)*

**Encouragement of
Popular Literature**

In connection with the scheme for the encouragement of popular literature, the Central Ministry of Education has offered prizes to the value of 12,500 rupees to the authors of books in regional languages, which can be used to help neo-literate adults to improve themselves socially and economically and to create in them a scientific outlook on life. *IBE — 374.2 — 370.9 (54)*

INDONESIA

Teacher Training Study

In connection with the Technical Co-operation Scheme of the Colombo Plan, a group of nine senior teachers from Indonesia have been sent to Australia to study Australian methods of teacher training. *IBE — 371.12 — 379.824 (92)*

IRELAND

**Residential College
for Countrywomen**

The Irish Countrywomen's Association has recently opened a residential college for its members, the first of its kind, as part of its new adventure in "Better Living". Courses already given at the college, appropriately named "An Grianon", include those on Irish folk song and dance, high-class cookery and poetry reading, good health for the countrywoman, economic meals for the family, handicrafts, millinery, household carpentry, drama and rural leadership. *IBE — 375.86 — 376.1 (415)*

Textbook Revision

The sub-committee of the Irish National Teachers' Organization appointed to examine the textbooks in use in the primary schools has called for an almost complete revision of books in Irish, English, geography, history, arithmetic, and music. It recommends,

among other things, that texts in the Irish language should be graded on lines similar to the Welsh method of a set programme with a certain number of words to be taught in each class each year. *IBE* — 371.329 (415)

ISRAEL

A Jubilee

The Israeli Teachers' Association recently celebrated the fiftieth anniversary of its foundation. To commemorate the occasion, the postal authorities issued a special stamp. *IBE* — 371.78 (569.4)

ITALY

International Education

The Italian Society for International Organization held its sixth course, for primary and secondary teachers in Rome, from 14th February to 1st April, 1955. Attendance at the course was free, and the participants received a diploma at the end. Two prizes were offered, of which the first covered the travelling and lodging expenses of a visit to Geneva for the summer school organized by the World Federation of United Nations Associations. *IBE* — 375.825 (45)

Montessori Course

A Montessori course, organized at Parma, was held from 30th January to 8th May, 1955. It included lessons on child psychology, teaching methods (for arithmetic, geometry, grammar, etc.) and music. *IBE* — 372.32 (45)

JAPAN

Peoples of the World Described by Children

In furtherance of the appeal to children throughout the world by a number of Japanese teachers, with a view to making a collection of writings, etc., illustrating their daily life (see Bulletin No. 112), the same teachers are now collaborating with a publisher in a plan for the publication of a collection of books on "Children of the World", with a sub-title "The life of the various peoples of the world described by children". *IBE* — 377.38 — 371.861 (52)

MEXICO

Two Anniversaries

In 1954, Mexico celebrated the tenth anniversary of the campaign to combat illiteracy. According to the message of the President of the Republic, there are at present 19,637 centres and schools engaged in this campaign for which a budget of 10 million pesos has been allotted. The fiftieth anniversary of the opening of the first kindergarten was also celebrated in 1954. The federal government now spends 10 million pesos on pre-school education. *IBE* — 379.635 — 372.21 (72)

NETHERLANDS

Industrial Schools

The first day school for industrial training is to be opened at Eindhoven in September, 1955. It will have three sections: (a) for draughtsmen of small industrial objects in metal or wood,

artistic tissues, ceramics, and glass ; (b) for publicity, including advertising, packing, photography, shop window dressing, decoration, etc. ; (c) for draughtsmen for the textile and kindred industries. A school of applied art, the Artibus Academy, is likewise to be opened in October, 1955, in Utrecht. This will have a drawing and publicity section and a section for furnishing and interior decoration. Training will last for five years finishing in a State examination. *IBE* — 373.5 (492).

**Use of Museum
by Children**

The Hague Communal Museum organizes visits for young people, supplementing them by talks during which the young visitors are at liberty to ask questions. In order to make these visits as fruitful as possible, an effort is made to combine them with certain tasks and work to be carried out individually or in groups. A room has been put at the disposal of the children where they can get on with the spontaneous activities of their choice in painting, modelling, drawing, etc., in connection with one or other aspect of their visit. *IBE* — 371.365 (493)

School and Industry

The Employers' Association of the Hague has, since 1953, taken a series of measures aiming to establish contact with pupils in the top classes of the secondary schools for the purpose of information and guidance. At the end of last year, for example, the association organized a discussion forum on the tasks of a modern enterprise, in which four representatives of business and some 200 students took part. *IBE* — 377.924 (493)

NEW ZEALAND

**Economics in School
Building**

The Department of Education is seriously considering measures to bring about economy in school building similar to those which have been used so successfully in England during recent years, despite rising costs of raw materials. Such measures involve not only the use of new materials and methods but also scientific planning to eliminate every foot of waste space without interfering with school efficiency. *IBE* — 371.6 (931)

NORWAY

University Hostel

A university hostel with about 250 rooms is to be built at Bergen. To help cover the general expenses of this institution, the students have decided to transform it during the summer months into a hotel for the numerous tourists visiting Norway during this period of the year. *IBE* — 378.9 (481)

Child Welfare

A new law on child welfare came into force in July 1954. It applies to all children under 18 years of age living under conditions prejudicial to their physical or mental health. In each commune there must be a child welfare committee consisting of five persons whose duty it will be to keep themselves informed about the living conditions of children and young persons. *IBE* — 371.6 (481)

PAKISTAN

Vocational

Training Centres

During the month of December, 1954, there were 684 persons undergoing training in 36 trades at the five training centres of the Central Ministry of Labour, in Karachi, Dacca, Lahore, Sialkot and Peshawar. *IBE* — 373.5 (549)

Cultural Agreement

The Minister of Education has been appointed chairman of the advisory commission set up by the Pakistan government for the implementation of a cultural agreement with Turkey. *IBE* — 379.824 (549)

PERU

Salaries of Private School Teachers

The Ministry of Public Education has published a decree making it compulsory for private schools to pay their staff salaries of not less than half of those paid to the teachers in State schools. The penalty for non-observance is a fine of a thousand soles and the closure of the school. *IBE* — 371.15 — 379.4 (85)

Admission to the Central Normal School

To make access to the Choisica central normal school easier for young people living long distances from the capital, the entrance tests will henceforth be held in the secondary and industrial schools throughout the country. *IBE* — 371.11 (85)

PHILIPPINES

Regional Seminars for Headteachers of Rural Schools

The holding of regional barrio seminars throughout the country, for principals and headteachers, marks a new development in education in the Philippines. These seminars are directed toward the development of rural leadership, improvement of health and sanitation, increasing economic production, teaching basic functions of citizenship, and enriching cultural and recreational life. *IBE* — 374 (914)

POLAND

Reform of Educational Studies

As from 1st September, 1954, prospective teachers for the lower grades of the people's schools are to be trained in a four-year course at the teacher training secondary schools. Young men and women who have successfully followed, for five years, the correspondence courses for young workers organized by the same secondary schools are also entitled to receive the teaching certificate for the lower grades. The training of teachers for the intermediate grades will henceforth be given, over a period of two years, in the higher schools of education. Candidates for this course must be holders of the matriculation or the primary teaching certificate. They may also take the same course by correspondence for three years. Future teachers for the higher grades of the people's schools will be trained, as formerly, for four years in the academies, universities or educational institutes. A five-year correspondence course has recently been organized

for teachers of the intermediate grades who wish to obtain the necessary qualifications to teach in the higher grades. Time-tables and curricula have also been modified. *IBE — 371.12 (438)*

PORTUGAL

Progressive Rhythm of School Attendance

It is interesting to note the progression of enrolments in Portuguese public primary schools during the past forty years. Whereas in 1909-1910 the number of pupils was 271,830, it was not until thirty years later that this figure was doubled (549,275 in 1948-1949). From that date, however, five years sufficed to raise the figure of school attendance to 781,452 (in 1953-1954), which represents an increase of 42%. For comparative purposes, it should also be mentioned that in 1951-1952, there were 33,990 pupils enrolled in private primary schools. *IBE — 379.96 (469)*

Theatre and Adult Education

The directors of the National Campaign for Adult Education have sent a circular to all the subsidiary centres asking them to establish dramatic groups for the interpretation of plays the repertory of which will be supplied by the theatrical section of the campaign. *IBE — 374 — 371.383 (469)*

SALVADOR

Children's Clubs

The department dealing with adult education and the literacy campaign in Salvador has recently drawn up a vast cultural programme providing for a network of recreational clubs, among other things. In these clubs the children learn to play and to work together and so become familiar with the chief social problems of their community. These groupings will function with the help of the local parents' associations and under the direction of qualified teachers. *IBE — 371.85 (728.4)*

SPAIN

Measures to Increase School Attendance

In connection with the literacy campaign, various measures have been decreed purporting to increase attendance at school. One such measure is the two-shift system permitting two groups of pupils to use the same classroom daily in places where the number of schools is insufficient. The loss of family allowances is one sanction proposed for parents who repeatedly keep their children away from school for no valid reason. Young illiterate people between the ages of 12 and 21 are to be obliged to attend evening classes. *IBE — 379.63 (46)*

Experimental Secondary School

As the law on secondary education makes provision for the establishment of secondary education centres of an experimental character, a board of trustees has been entrusted with the direction of the secondary experimental school which is to be opened in Madrid to try out new study plans and new teaching methods. This establishment will also serve for the professional training of secondary school teachers. *IBE — 370.7 — 373 (46)*

Salaries of University Professors

As from 1st January 1955, the new scale of annual salaries for ordinary university professors has been fixed as follows: 1st category, 35 professors at 52,000 pesetas plus an allowance of 15,000 pesetas; 2nd category, 75 professors at 48,000 + 14,500; 3rd category, 100 professors at 44,000 + 14,500; 4th category, 110 professors at 40,000 + 13,000; 5th category, 115 professors at 36,000 + 12,500; 6th category, 120 professors at 32,000 + 11,500; 7th category, 125 professors at 28,000 + 11,000; 8th category, 150 professors at 24,000 + 10,000. *IBE — 371.15 (46)*

Choice of Textbooks

According to a recent decree, all authors and publishers of textbooks used in secondary, commercial and teacher training schools must present to the general directorate to which they belong two copies of their books, together with an indication of the price and number of copies available for sale. After hearing the report of a committee composed of representatives of the Ministry of National Education and the National Institute of Spanish Books, the Ministry will publish, at the end of the school year, the list of textbooks from which these establishments may make their choice. *IBE — 371.329 (46)*

SWEDEN**Teacher Training Unified**

The Swedish parliament has agreed to establish a new type of teacher training institution to be known as the *lärarhögskola* (teachers' high school), which will replace the existing two categories of teacher training institutions. It will train both future "class teachers" who will teach at the intermediate stage (children from 10 to 13 years) and the subject specialists. The "class teachers" will be admitted to the *lärarhögskola* only after matriculation and will spend two and a half years in training, one term of which will be devoted to school practice. The subject specialists will have taken their degree before entering the institution. Their course will cover a year of training in methods, psychology, education, administration, and a certain amount of teaching practice and one term (half a year) of school practice in one school. *IBE — 371.12 (485)*

SWITZERLAND**Educational Role of Music**

The first Swiss study course on music for young people and musical education was held at Zurich, under the auspices of the Directors of Education for the cantons of Zurich, Glarus, Thurgau, Schwyz, Schaffhausen, Zug and St. Gallen. *IBE — 375.75 (494)*

SYRIA**Faculty of Education**

Within the faculty of education of the Syrian University, a special section has been established for higher studies in research in education, in which teachers of pedagogy at the primary and normal schools and primary inspectors will receive their training. The faculty will award a first degree in education including higher certificates in preparatory work, educational psychology, sociology, and pedagogy. *IBE — 371.124 (569.1)*

THAILAND

Special Taxes Since 1953, a stamp tax on liquors, cigarettes
Benefit Education and official documents has yielded a sum of nearly fifty million bahts which has been used entirely to benefit education. This revenue is being spent on the building and repairing of schools, rural teachers' premises, and instructional materials. *IBE — 379.32 (593)*

TURKEY

Teaching of English The Turkish Ministry of Education has decided to create four new colleges in which English will be the principal foreign language. *IBE — 375.13 (496)*

U.S.S.R.

Reform of Curricula and Syllabuses As from 1st September, 1954, new time-tables and curricula have been introduced in many classes. The progressive introduction of the ten-year compulsory education system has enabled the various subject syllabuses to be lightened so that the pupils can assimilate more easily the knowledge acquired. The curricula and syllabuses differ from the former ones in that they allow more time to be spent on practical exercises and so-called "polytechnical" training, as well as on artistic education and physical education. The total number of class hours remains the same: 24 hours a week for the first three classes, 26 hours a week for the fourth class and 32 hours a week for the fifth class. *IBE — 375.05 (47)*

UNION OF SOUTH AFRICA

Code of Professional Conduct The 39th annual conference of the Natal Teachers' Society adopted a code of professional conduct requiring of a teacher to: "(1) revere God; (2) honour the queen; (3) be loyal to his employers, the parents of the children committed to his care, his pupils, and his colleagues; (4) always remember that he is the custodian of a culture achieved by mankind by arduous effort and inquiry throughout the ages." Among the activities listed by the conference as being considered unprofessional is the fostering of inter-racial disharmony or distrust and the encouragement of hostility between social groups. *IBE — 371.16 (68)*

Educational Film Production The Film Services of the Department of Education, Arts and Science of the Union of South Africa has devised a scheme whereby teachers can cooperate with it in the production of film strips for their particular subjects. Teachers will be paid for all photographs, sketches, maps, and approved study guides accepted by the Department. *IBE — 371.364 (68)*

Adult Education Courses for Women The Natal Women's Institute members inaugurated a series of adult education courses at their holiday home in 1954. Courses already arranged for 1955 include:

How to start teaching your small child at home ; Non-European Affairs—the African ; a course for W.I. office bearers and repeat courses on public speaking and for judging needle and floral work. *IBE* — 374.6 (68)

UNITED KINGDOM

Means to Provide More Science Teachers

Delegates to the conference of the Universities of Great Britain and Northern Ireland, which met in London in December, 1954, were greatly concerned at the shortage of science teachers in schools. Among the suggestions put forward to help to attract scientists into the teaching profession were the remission of National Service and of the year of professional training for prospective science teachers. *IBE* — 371.11 (42)

Registration of Private Schools

The necessary measures to enable Part III of the Education Act of 1944 which governs independent schools to come into operation are now being taken in hand, and 1957 has been provisionally fixed as the date when all schools outside the present grant system must be registered. This means that, in order to be registered, they must conform to standards of accommodation and staffing which will be acceptable to the Minister of Education. *IBE* — 379.4 (42)

Improvement in Schoolchildren's Health

Facts given in the report of the Chief Medical Officer of the Ministry of Education for the years 1952 and 1953, show that throughout England and Wales there has been a spectacular reduction in the number of deaths from tuberculosis (107 in the age-group 5-14 in 1953, as compared with 973 in 1938) ; diphtheria has become almost rare (7 deaths in 1953 out of a total of 117 cases, compared with 1,733 deaths in 1938) ; and rheumatic fever now only attacks about one-third to one-quarter the number of children it attacked even ten years ago. Improvement in several other respects is also noted. *IBE* — 371.71 (42)

New University Courses

The new trends in industry are having repercussions in higher education leading to new courses and new professorships. Edinburgh University, for example, has decided to institute a new department in Heriot-Watt College, preparing for a degree in technological science. In Wales, two new departments, one in political theory and government, and the other in chemical engineering, and also a chair in civil engineering, have been established at the University College, Swansea. In addition, three new chairs, in electrical engineering, applied electricity, and agricultural chemistry, have been set up at the University Colleges of Cardiff, Bangor, and Aberystwyth respectively. *IBE* — 378 (41 and 429)

School Administration Course

A course on school administration, organized by the College of Preceptors, was recently held in London, and attended by some sixty headmasters and headmistresses of various types of schools. Lectures were given on the relationships between headmasters or mistresses and the Ministry of Education and local authorities, staff and children, and parents and the community. *IBE* — 379 — 37 N (42)

Tutorial Classes for Retarded Children

Tutorial classes for children whose education is retarded by over-large classes have been held after school hours in a number of secondary schools in Glasgow for some time past. The scheme having yielded remarkably good results, the Education Committee has extended the scheme to 29 primary schools on an experimental basis. *IBE — 371.237 (41)*

University Awards and Cost-of-Living

According to an investigation carried out by the Association of University Teachers, students' hostel charges have gone up about 12% since 1952, and prices of meals in university refectories or public restaurants have increased even more rapidly. This has resulted in more and more students having to seek paid employment during the vacations, often of a badly paid and exhausting nature. It is feared that this will have very deleterious effects on university studies unless immediate steps are taken to increase the amount of students' awards. *IBE — 379.67 (42)*

Museum News-Letter

With the idea of providing a means through which museum officials and teachers can exchange information and discuss common problems, the Group for Children's Activities in Museums have published an experimental news-letter. They are prepared to publish a similar news-letter regularly once a term should the response be satisfactory. *IBE — 371.365 (42)*

Music in Schools

Through the efforts of the musical adviser to the City of Birmingham's Education Committee, an unusually large number of schools in the city are now able to receive visits from sections of the city's orchestra, and to participate with the orchestra in providing a series of public concerts of high artistic value. The partnership of adults and children, and the introduction of mime by primary and secondary schoolchildren in the concert programmes has proved a valuable means towards music appreciation in children who would not of their own accord listen to music or whose voices are not up to choir standard. *IBE — 375.75 (42)*

Production of Children's Books and School Books

During 1954, the number of books of all kinds published in the United Kingdom reached the record figure of 19,188 (931 more than in 1953). It is interesting to note that this increase in book production throughout the year was due in the first place to children's books (1,966 instead of 1,590) and to educational and school books (1,680 instead of 1,365). *IBE — 371.862 — 371.329 (42)*

UNITED STATES

White House Conference on Education

The American Congress has approved the convening of a White House Conference on Education, to be held in Washington on 28th November, 1955, which would be "broadly representative of educators and other interested citizens from all parts of the Nation... to consider and report to the President on significant and pressing problems in the field of education", and particularly on measures to speed up school building and the training

of sufficient teachers. Congress also authorized credits amounting to \$700,000 to help defray the costs of holding preparatory conferences in each of the 48 states to study the same problems on a regional basis. *IBE — 37 N (73)*

**Record Increase in
School Enrolments**

The estimated increase of pupils in the public primary and secondary schools in 1954-1955, as compared with 1953-1954, is 1,692,000. This is the largest single year increase recorded and is about 50,000 greater than the increase of the previous year, being 5.6 per cent greater for primary schools and 3.0 per cent greater for secondary schools. The highest increases in secondary school enrolments are expected in 1958-1959. The total number of pupils at all levels of about 38,000,000 for the year 1954-1955 is 23.4 per cent of the estimated total population of the country of 162,187,000. *IBE — 379.96 (73)*

Age of School Buildings

Recent research in the United States shows that in 1952 the "age" of school buildings was as follows: 13% had been built within the last ten years; 16% had been in existence for 11 to 20 years; 24% for 21 to 30 years; 25% for 31 to 50 years; and 22% were over 50 years old. Thus about half of the school buildings were erected more than thirty years previously and could no longer be regarded as meeting modern requirements. *IBE — 371.6 (73)*

**Cost of Classroom
Equivalent to Salary
of Nine Teachers**

It is estimated that expenditures for school housing account for about one seventh of the total expenditures on education, and that the amount expended for an average individual classroom and related school facilities is approximately equivalent to nine times the annual salary of a teacher. School buildings constructed during recent years have averaged about 14 classrooms and they are expected to be serviceable for 40 to 50 years. *IBE — 371.6 (73)*

**New Section in the
Office of Education**

A Guidance and Pupil Personnel Section has recently been established within the United States Office of Education, its task being to carry out studies and research into the techniques of guidance in pupil personnel work. It will also give attention to the relationships between such work and the development of modern curricula. *IBE — 377.922 (73)*

**Racial Integration in
American Public
School System**

To ease the change from segregated to non-segregated public schools, the N.A.A.C.P. Legal Defense and Educational Fund, Inc., has established a social science department under the direction of a committee of consultants including many of the country's leading social scientists, especially those upon whose findings the May 17th decision of the United States Supreme Court was in part based. The task of this new department will be to provide means to assure the rights of Negro children through cooperative efforts with the positive elements to be found among the Negro and white population of every community, North and South. *IBE — 377.31 (73)*

Encouragement of Educational Research

Public Law 531, passed by Congress, permits the Commissioner of Education "to enter into contracts or jointly financed cooperative arrangements with universities and colleges and State educational agencies for the conduct of research, surveys, and demonstrations in the field of education". *IBE — 37 P — 379.91 (73)*

Number of Foreign Professors

Statistics supplied by the Institute of International Education of New York show that in 1954 there were 628 foreign professors, lecturers and assistants in the United States universities and university colleges, 27 of them lecturing on education. As many as 53% were of European origin, 20% came from the Far East and 10% from North and Central America. *IBE — 379.822 (73)*

Experimental Training Course for Teachers

The University of Chicago has inaugurated a new one-year course of professional training, on an experimental basis, for primary teachers who have taken their bachelor's degree within the last fifteen years but have had no previous professional training, and also for senior students in the Department of Education preparing for their degree. It will provide an integrated seminar-type unit of instruction, instead of the usual subject-matter sequence. *IBE — 371.13 (73)*

California Education Study Council

The California Education Study Council aims to facilitate exchange of information, to examine the essential problems of public education, to encourage research in this field, and to draw up a working programme for the various member-organizations without interfering with their complete autonomy. The first two problems scheduled for study are the recruitment of teachers, and the educational possibilities offered by the schools. *IBE — 371.18 (73)*

Degree for Workers

For the past four years, Columbia University, New York, has admitted, on an experimental basis, a selected group of students who have not graduated from a secondary school, but who are capable of sustained intellectual work at college level. It has now decided to expand the scheme to include up to 1,000 such students on passing an entrance examination. These students will be able to qualify for a degree in the School of General Studies; they will not be admitted to the regular undergraduate college. The age range of students during the experimental years was from 20 to 60 years. *IBE — 378 — 379.6 (73)*

Schools and Health

For the past three years, San Leandro (California) public schools have been holding regular teacher-nurse conferences for each of the primary grades, the aims being: (a) to promote a better understanding of the health needs of every child in school; (b) to provide opportunity for teacher and nurse to exchange information regarding each child; (c) to make plans jointly for children with health problems; and (d) to inform parents of the findings of the conference and work with them in planning follow-up. *IBE — 371.71 (73)*

Raising the Standards of the Juvenile Press

Twenty-four out of twenty-seven publishers of children's illustrated journals have freely undertaken, in the presence of a censure committee under the chairmanship

of an official of the Ministry of Justice of New York, to respect the directives of a moral code aiming to eliminate from children's journals all illustrations of a harmful, immoral or debilitating nature. *IBE — 371.863 (73)*

VENEZUELA

Service of Educational Documentation

In connection with the Technical Council of Education, a service of educational documentation has been established at Caracas for the purpose of collecting, regulating, conserving and keeping up to date all documentary material on educational movements in Venezuela. *IBE — 37 L (87)*

Parent-Teacher Association

An appeal has been launched by the Ministry of Education concerning the obligation to establish a parent-teacher association in connection with each school. Among the objectives of these associations is the collection of funds (the parents' contribution is voluntary) which can be used for the purchase of school supplies and equipment, and for decorating the buildings, etc. *IBE — 371.026 (87)*

YUGOSLAVIA

Adult Education

Basic courses are organized in Yugoslavia for adults primarily to develop their knowledge of the mother tongue and arithmetic and to give them some idea of history and geography. In addition, an intensive elementary course of one year enables the adults following it to have instruction corresponding to the first four years of primary education. At a higher level, the schools of general culture for workers give instruction corresponding more or less to that of the secondary schools, and enable their students to obtain, at the end of two years, the "little matriculation" certificate entitling them to admission to the intermediate schools or the workers' technical schools. Workers attending evening technical schools retain their full salary although benefitting by reduced working hours. The diploma awarded on completion of their studies opens the door to higher technical studies. *IBE — 374 — 378.92 (4971)*

INTERNATIONAL EDUCATIONAL ACTIVITY

An International Charter of Education

The 39 recommendations voted up to the present by the seventeen International Conferences on Public Education which, it will be recalled, are convened annually by Unesco and the International Bureau of Education, constitute an ever growing body of educational doctrine which might almost be called an international code of education, comprising 674 clauses. Although these recommendations have not the binding force of conventions, more and more Ministries of Education, when contemplating school reform, are taking into account the principles to which their representatives gave their approval during one of the sessions of the International Conference on Public Education. *IBE — 379.824*

Educational Attachés The second Latin-American Congress on Education recommended all Latin-American countries to appoint educational attachés to their diplomatic missions at Geneva, Madrid, Paris and Washington. *IBE* — 379.824

From the Sorbonne to Munich A "French university week" was held from 14th to 19th February at the University of Munich. On this occasion, the German professors temporarily gave up their posts to their French higher education colleagues who had come to Munich under the direction of the rector of the Sorbonne. During the week, many of the lectures at the University of Munich were given in French. *IBE* — 379.82

For Teachers of Maladjusted Children A Latin-American office of coordination for the education of maladjusted children was recently opened in Rio-de-Janeiro. Its task will be to coordinate the efforts and the work for maladjusted children carried out in Latin-America, to publish an information bulletin and to establish contacts between teachers and specialists of the countries concerned. *IBE* — 371.9 (81)

Teaching of Esperanto Having noted that the results obtained in international intellectual exchanges through the use of esperanto correspond to the aims and ideals of Unesco, and that several Member States have declared that they are prepared to introduce or to develop the teaching of esperanto in their schools, the General Conference of Unesco, at its eighth session, authorized the Director-General to follow the experiments in the use of esperanto in education, science and culture, and with this end in view to collaborate with the *Universala Esperanto-Asocio* in matters interesting both organizations. *IBE* — 375.151

School Competition The international committee for the "European Day in Schools" has organized a competition in which pupils of nine European Countries have participated, in three different age groups (12 to 14 years, 14 to 16 years and 16 to 18 years). The authors of the best examples judged by the national committees have the right to a twenty-five days group tour from Paris to Rome, passing through several European capitals. *IBE* — 37 N

The Scout Movement According to recent statistics, the scout movement founded by Sir Robert Baden Powell now has a membership of nine million boy scouts and girl guides. *IBE* — 371.037

For the Development of Rural Youth Among the recommendations submitted to the general assembly of the European Confederation for Agriculture, which was held at Weggis (Switzerland), several concerned rural youth for whom it was requested that there should be: (1) possibilities for education and for better and increased training; (2) more numerous study courses; (3) a better conceived professional training, both for girls as well as boys; and (4) exchanges both on the national and the international level. *IBE* — 371.291 — 362.8

Raising the Standard of Parental Care

Among the resolutions of the World Child Welfare Congress on "Welfare in Relation to the Family", held in Zagreb in the summer of 1954 and attended by 450 delegates and observers, was one recommending the International Union of Child Welfare to study, plan, and stimulate ways of raising the standard of parental care throughout the world. It was stated that there is no doubt that a large measure of the miseries children suffer from the world over could be avoided if the parents had a better understanding of the physical, mental and emotional needs of their children. *IBE — 362.7 — 371.025*

International Seminar on the Teaching of Mathematics

The teaching of mathematics to pupils between the ages of eleven and seventeen was the subject of the talks and discussions at a meeting held at the end of February, 1955, at the Sèvres International Educational Study Centre. *IBE — 375.3*

International Conference on Films

The International Conference on Films, which was held in Paris from 14th to 23rd February, 1955, for the purpose of examining the psycho-physiological, psychological, sociological and aesthetic aspects of the cinema, held four meetings on problems of the film in education. *IBE — 371.364*

Internationally-minded Schools Conference

The Conference of Internationally-minded Schools, held at Unesco House, Paris, from 13th to 16th April, 1955, examined the problem of how the cinema, television, radio, and the press could be used to the best advantage of the coming generation. *IBE — 379.823*

Second International Conference of Universities

The second International Conference of the Association of Universities will be held at Istanbul from 19th to 24th September, 1955. The main theme to be discussed will be the role of universities in a rapidly changing society (influence of the universities on the human and professional training of teachers and leaders of public life). *IBE — 378 — 37 N*

Conference on Psychology

The third study session of the French-speaking Scientific Psychology Association was held at the Institute of Educational Sciences of Geneva, from 2nd to 4th April, 1955. The main theme of the symposium was the homologation of the stages of child and adolescent development. *IBE 15 — 37 N*

Talks on Experimental Education

The third series of talks on experimental education, which was held in Geneva in April 1955, treated, among other things, problems dealing with school guidance, test methods, the technical vocabulary used in experimental education research, the introduction of mathematics in secondary schools, and the teaching aspect of spelling. *IBE — 370.7 — 37 N*

Talks on Comparative Education

Talks on comparative education, in furtherance of the first meeting of specialists in this subject which took place in London in 1951, were held at the Unesco Education Institute in Hamburg, from 13th to 16th April, 1955. *IBE — 37 A — 37 N*

Conference for Inspectors of Schools

From 14th to 22nd April, 1955, the New Education Fellowship organized an international conference for inspectors of primary and secondary schools, at Chichester, to which inspectors from Europe and from all countries in which the N.E.F. has sections were invited. The subjects treated dealt with: the work of inspectors in the pattern of administration, the scope of their work, the human relations involved, the art of inspecting, and the attitude to new ideas in education. *IBE — 379.31 — 37 N*

**RECORDED, 25 YEARS AGO, IN BULLETIN No. 15 OF THE
INTERNATIONAL BUREAU OF EDUCATION**

— The International Bureau of Education organized the third special course for teachers on: "How to make the League of Nations known and to develop the spirit of international cooperation". The lectures given during this course were afterwards published.

— The 6 million dollars that the Republic of Chile paid to Peru, in settlement of the Tacna-Arica conflict, were to be devoted to the creation of a National Savings Bank, of which 50% of the revenue was to be utilised for the purpose of building new schools.

— An institution, called the *Deutsche Pädagogische Auslandsstelle*, was established in Berlin, with the help of the ministers of the various states in Germany, to supply information to non-official foreign institutions on the organization of teaching in Germany.

— Being anxious about the wellbeing of children in the United States, President Hoover intended calling a conference to discuss: (a) growth and development of a child; (b) medical service and hygiene; (c) education and professional training; (d) physically, mentally and morally abnormal children.

— The permanent committee on International School Correspondence, of the International Institute of Intellectual Cooperation, in Paris, had issued the first number of its bulletin.

— Australia had rescinded the measure obliging boys of 11 years to be registered for compulsory military service.

— Measures had been taken in Belgium and in Great Britain to ensure the education of bargemen's children.

II. BIBLIOGRAPHY

In order to facilitate the card index classification of these book reviews by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan for the Classification of Educational Documents" used by the Bureau. All the books mentioned below can be consulted in the International Education Library.

37 A (42) EDUCATION IN ENGLAND — 371.42 (42) SCHOOL REFORM

BROGAN, Colm. *The Educational Revolution*. London, Frederick Muller, cop. 1964, 192 p. app. — The author believes that the revolution accomplished in recent years, both in state and independent education, is the most important and far-reaching part of the social revolution of our times. It is from this viewpoint that he approaches the English educational system which is highly complicated and highly controversial in all its many aspects. (IBE)

37 A (47) EDUCATION IN U.S.S.R.

LAZARÉVITCH, I. and N. *L'école soviétique* (enseignement primaire et secondaire). Paris, Les Iles d'Or, cop. 1954. 210 p. — A review of the different aspects of education in the U.S.S.R. during the revolution and nowadays, based on recent publications in the U.S.S.R. and more particularly on articles published in the *Otechitselskaya Gazeta* (Primary Teachers' Journal). The authors merely state facts, leaving it to the reader to draw conclusions. (IBE)

37 A (47) EDUCATION IN U.S.S.R.

VOLPICELLI, Luigi. *L'évolution de la pédagogie soviétique*. Neuchâtel, Delachaux & Niestlé, 1954. 235 p. — Translation into French, by Pierre Bovet, of a book entitled *Storia della Scuola Sovietica* (1950) in which the author examines the conception of Soviet education and its realizations through half a century, as reported in first hand documents. In the French edition, events are reviewed up till August 1953. (IBE)

37 A (519) EDUCATION IN KOREA

Rebuilding Education in the Republic of Korea. Paris, Unesco, 1954. 222 p. App's. Illus. (Educational Missions — VI). — The report of the Unesco-U.N.K.R.A. Educational Planning Mission to Korea, covering (a) a preliminary and factual survey, (b) recommendations for reconstruction, and (c) a five-year programme for UN assistance. Appendix I gives proposed specifications for the foreign staff, student body and physical plant of the national training centre for fundamental education. Appendix II gives the comments of the Korean Ministry of Education on the final report. (IBE)

37 A (54) EDUCATION IN INDIA — 371.12 (54) TEACHER TRAINING

MUKERJI, S. N. *Education in India — Today and Tomorrow*. 2nd ed. Baroda, Acharya Book Depot, 1952. 342 p. app. — A summary of the educational problems facing India since it recovered its independence. Contains suggestions for reforming the existing educational system, statistics and a list of teacher training centres and universities. (IBE)

37 A (6) EDUCATION IN AFRICA

African Education. A Study of Educational Policy and Practice in British Tropical Africa. Oxford, University Press, on behalf of the Nuffield Foundation and the Colonial Office, 1953. 187 p. app. — Reports of two groups of experts who visited, one East and Central Africa, the other West Africa, submitted to a Conference on African Education held in Cambridge from 8th to 20th September, 1952. Also

reports of the five groups into which the Conference was divided, each one dealing with one aspect of African education : (a) responsibility and control ; (b) the expansion of the educational system, (c) the teaching profession, (d) organization and the curriculum, (e) education and the adult, and a summary of the discussions at full sessions of the Conference. (IBE)

37 A (73) EDUCATION IN THE UNITED STATES

SCOTT, C. Winfield and HILL, M. Clyde (edited by). **Public Education under Criticism**. New York, Prentice-Hall, 1954. 414 p. — Articles selected from leading professional magazines concerning criticism and defence of American education, and organized topically around each major issue : the present situation, philosophy of education, progressive education, the fundamentals, religion, the social studies, teacher education, analyses of criticisms, suggestions for constructive action to be taken both by educationists and legislators. (IBE)

37 A (73) EDUCATION IN THE UNITED STATES

THAYER, V. T. **Public Education and its Critics**. New York, The Macmillan Company, 1954. 170 p. — After an examination of various attacks made on the American public school (nature of the attacks, their sources and motives, fallacious character of certain criticisms) the author proceeds to formulate a positive position which the school must take. (IBE)

37 A (931) EDUCATION IN NEW ZEALAND

PARKYN, G. W. (edited by). **The Administration of Education in New Zealand**. Wellington, New Zealand Institute of Public Administration, 1954. 121 p. bibl. (Studies in Public Administration No. 2). — Text of six addresses delivered at the New Zealand Institute of Public Administration covering the following topics : educating a democracy, the control of primary schools, the post-primary system, adult education, the university, some fundamental problems of democratic administration. (IBE)

37 B (54) HISTORY OF EDUCATION (INDIA)

MUKERJI, S. N. **History of Education in India (Modern Period)**. Baroda, Acharya Book Depot, 1951. 408 p. app. bibl. — Historical survey of Indian education from the downfall of the Great Moghuls to the independence of the country, and description of the existing educational system. Short biographical notes on prominent Indian and foreign educationists who took a leading part in the cultural life of India and a chart of educational statistics covering the period between 1852 and 1946. (IBE)

37 B (68) HISTORY OF EDUCATION (SOUTH AFRICA)

PELLS, E. G. **300 Years of Education in South Africa**. Cape Town, etc., Juta & Co., n.d. 152 p. ill. — An account of the efforts made in the last three centuries by a society aspiring to the highest in western standards of culture. The main chapters deal with : education in the 18th and 19th centuries, education in different South African provinces from 1870 to 1952, higher education in the 20th century, education of the African, etc. (IBE)

37 B HISTORY OF EDUCATION — 378 HIGHER EDUCATION

'ABD AL-RAHIM GUNAYMA, Muhammad. **Historia de las grandes universidades islamicas**. Tetuan, Instituto Muley El-Hasan, 1952. 340 p. — History of the great islamic universities, written in Arabic. (IBE)

37 C GREAT EDUCATIONISTS — 371.42 (43) SCHOOL REFORM (GERMANY)

KERSCHENSTEINER, Marie. **Georg Kerschensteiner**. Der Lebensweg eines Schulreformers. 3rd ed. München-Düsseldorf, Oldenbourg, 1954. 256 p. phot. bibl. — An account of the life and work of the great German educationist who pioneered the activity school, the professional and post-school training and the civic education of youth, and reorganized the Munich school system which he directed for 25 years. This reorganization led to similar reforms in other countries. In appendix, bibliography of the 184 publications of Kerschensteiner. (IBE)

37 C GREAT EDUCATIONISTS

SCHÖNEBAUM, Herbert. **Johann Heinrich Pestalozzi**. Wesen und Wesen Berlin, Otto Eckstein, cop. 1954. 200 p. bibl. — An account of the work and personality of Pestalozzi, based on 15 years' research work. (IBE)

37 C GREAT EDUCATIONISTS — 371.51 PROBLEMS OF AUTHORITY AND FREEDOM IN EDUCATION

GABRIELLI, Giorgio. **Il pensiero e l'opera di Maria Boschetti Alberti**. Firenze La Nuova Italia, 1954. 95 p. bibl. (Educatore antichi e moderni, No. 142). — A study of the thought and work of Madame Boschetti, a Swiss teacher who successfully applied, in her small school in the Canton of Ticino, a method allowing the child to choose freely his daily activities. (IBE)

37 E TEXTBOOKS ON EDUCATION — 37 A (73) EDUCATION IN THE UNITED STATES

CROW, Lester D. and CROW, Alice. **Introduction to Education**. Fundamental Principles and Modern Practices, rev. ed. New York, etc., American Book Company (1954). 564 p. bibl. app. — After a brief historical survey the authors describe 19th and 20th century trends in American education. They review the aims and objectives of democratic education, the organization, control and financing of education, different aspects of teaching (teacher preparation and selection, school administration), the educational principles and practices (curriculum, guidance in education, pupil ratings), the aids in education (textbooks, libraries, audio-visual aids). They also consider the home as an educational agency and describe the role of the community and the organized religions in education. The last chapters deal with educational research and experimentation. (IBE)

370 THEORY OF EDUCATION — 370.47 SOCIOLOGY

ROLLAND, Jean and MARTIN, Léopold. **Hérédité et éducation**. Gauthier-Villars, 1954. 92 p. fig. — What is the part played by heredity and by its surroundings in the education of the child? The authors examine biological heredity in general and more particularly human heredity and emphasize the influence of spontaneous social relations on the child's future. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 37 N CONFERENCES

I Congreso latino-americano de filosofía y filosofía de la educación. Quito, Ed. C. de la Cultura ecuatoriana, 1954. 396 p. phot. — Summary records, reports, monographs, etc., of the First Latin-American Congress of Philosophy and Philosophy of Education, convened at Quito, in 1953, by the Faculty of Philosophy and Education of the Central University of Ecuador. (IBE)

370.3 PHILOSOPHY OF EDUCATION

VERDESIO, Emilio. **Los ideales de la educación popular**. Montevideo, Talle Gráficos "33" S. A., 1950. 201 p. — Education of the personality and the social sense of the child aiming at peace and international understanding, importance of school education and of democratic education, etc. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 371.42 NEW SYSTEMS

CATALFAMO, Giuseppe. **Problemi e metodi dell'educazione contemporanea**. Brescia, "La Scuola", 1952. 165 p. — A critical study of modern education in which the author addresses the reproach of ignoring the philosophical bases he deems indispensable to achieve integral education. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

VAN DER ROSS, R. E. **A Brief Course in Educational Psychology**. 2nd ed. Cape Town, Maskew Miller, (1953). 108 p. bibl. — An introduction, for the use of student teachers, to many important aspects of educational psychology: normal child development, the nature and measurement of intelligence, the causes of problem behaviour, educational methods. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY — 136.7 CHILD PSYCHOLOGY

DECROLY, Ovide. **Nozioni generali sull'evoluzione affettiva del fanciullo, altri saggi di psicologia educativa**. Firenze, La Nuova Italia, 1955. 180 p. (Educatore)

antichi e moderni, 137). — Translation into Italian, by Mario Valeri, of a book published in 1927, by Lamartin, Brussels, under the title: "Quelques notions générales sur l'évolution affective chez l'enfant". (IBE)

370.46 EDUCATIONAL PSYCHOLOGY.

PIMENTEL, Iago. *Noções de psicologia aplicadas à educação*. 8a ed. São Paulo, Edições Melhoramentos, 1953. 228 p. ill. (Biblioteca de Educação, No. 31). — The main chapters of these "notions of psychology" deal with psychological research methods, the biological evolution of man, the organic basis of psychological phenomena, the classification of these phenomena, perception, action, emotion, knowledge, language, personality, character. (IBE)

370.47 SOCIOLOGY AND EDUCATION

DE COSTER, Sylvain and VAN DER ELST, Georges. *Mobilité sociale et enseignement*. Bruxelles, Librairie encyclopédique, 1954. 164 p. (Cahiers de l'Institut de Sociologie Solvay, No. 9). — Study of a particular aspect of the problem of social development: social advancement through studies. It has been noted that this advancement receives acknowledgement only with the third generation; within the limits of the two following generations social development is infrequent, the majority of the children remaining in their parents' social class. It is only in the middle class and lower-middle class that higher studies give the children an immediate advancement on their parents' social class. (IBE)

370.47 SOCIOLOGY AND EDUCATION — 37 C GREAT EDUCATIONISTS

FISCHER, Aloys. *Leben und Werk*. Band 3/4. *Gesammelte Abhandlungen zur Soziologie, Sozialpädagogik, Sozialpsychologie*. München, Bayerischer Schulbuch-Verlag (1954). 616 p. bibl. — Third and fourth volumes of the work by Aloys Fischer, educationist and sociologist from Munich, including his most important achievements in the field of sociology, social education and social psychology, preceded by an introduction by Dr. Karl Kreitmair on the evolution of the author's theories on sociology. (IBE)

370.47 SOCIOLOGY AND EDUCATION

FLEMING, C. M. *Psicologia sociale dell'educazione*. Firenze, La Nuova Italia, 1953. 160 p. (Problemi di psicologia, No. 1). — Translation into Italian, by Alessandro Fioretti, of a book published in 1944, by Routledge & Kegan Paul, London, under the title: "The Social Psychology of Education". (IBE)

370.7 EDUCATIONAL EXPERIMENTATION

Etudes de pédagogie expérimentale. Neuchâtel, Delachaux & Niestlé, 1954. 92 p. (Cahiers de pédagogie expérimentale et de psychologie de l'enfant, No. 11, nouvelle série). — Records of the first international seminar in the French language on educational experimentation, held at Lyon in 1953, dealing with the theoretic problems arising from this new branch of education, the work accomplished and the practical results obtained by educational experimentation centres. (IBE)

371 GENERAL ASPECTS ON EDUCATION

VAN HEES, Gilles. *De School*. Een theoretisch-practische Inleiding ten Behoeve van aanstaande Onderwijzers en Onderwijzeressen. 6th ed. Groningen and Djakarta, J. B. Wolters, 1952. 296 p. diagr. tabl. app. (Paedagogiek, III). — Theoretic and practical introduction to teaching: the task of the school, school organization, general and special didactics, social, religious and moral education, aesthetics, discipline, physical education, school hygiene, school and home relationships, school legislation. (IBE)

371.02 EDUCATION IN THE HOME

MAKARENKO, A. S. *Knigha dlia roditelei*. 2nd vol. Moskva, Isdatelstvo Akademii pedagoghicheskikh naouk R.S.F.S.R., 1949. 346 p. (Supplement to the journal "Soviet Education"). — Second of the four volumes containing Makarenko's selected works on education. This "book for parents" describes the experiences of the author who uses dialogue to express his ideas on home education. (IBE)

371.02 EDUCATION IN THE HOME

EVENS, Isabel M. **Other People's Children and the art of homemaking.** London, Faber & Faber Limited, n.d. 126 p. ill. — A book intended for those who care for the unwanted child in children's homes (boys and girls from 5 to 15 years old) dealing with the practical details (food, nursing, etc.) as well as with the intellectual, moral and psychological aspects of education. (IBE)

371.026 RELATIONS BETWEEN HOME AND SCHOOL

LEONARD, Edith M., VAN DEMAN, Dorothy D., & MILES, Lillian E. **Counseling with Parents in Early Childhood Education.** New York. The Macmillan Company, (cop. 1964). 330 p. bibl. — A teacher describes the varying types of problems encountered in parents and teacher relationships and reviews the different aspects of home and teacher cooperation: home and teacher share responsibility for the child, individual parent conference, parent group meetings, parents' visits to the children's group, parent participation in the school activities, home backgrounds, etc. The procedures described in the book apply directly to the field of early childhood education, but with slight adaptation they are applicable throughout the elementary school. (IBE)

371.037 (81) YOUTH MOVEMENTS — 371.291 (81) RURAL SCHOOLS (BRAZIL)

PINTO LIMA, J., BUHR, Carlos, CABRAL DE LAVOR, Guaraci. **Clubes agrícolas.** Rio de Janeiro, Ministério da Agricultura, 1949. 2a. ed. 76 p. phot. (Serie Clubes Agrícolas, No. 1.). — An account of the techniques used in American rural schools and description of the objectives, organization and achievements of agricultural clubs in Brazil. (IBE)

371.1 (73) TEACHERS (UNITED STATES) — 37 A (73) EDUCATION IN THE UNITED STATES

McCLOSKEY, Gordon, KATTERLE, Zeno B. and OVIATT, Delmar T. **Introduction to Teaching in American Schools.** Under the editorship of Willard B. Spalding. New York, Harcourt, Brace and Company (cop. 1954). 470 p. ill. bibl. app. — A general picture of teaching in American schools intended for the prospective teacher. Analysis of the objectives of schools in modern democratic America and of the teacher's role in achieving these aims. A brief account of the development, organization and financing of American public schools. The role of the teacher as part of the community is also fully described and emphasis is placed on the teacher's responsibility to the pupils and to the nation. (IBE)

371.12 (44) TEACHER TRAINING (FRANCE).

Recrutement et formation des maîtres de l'enseignement du second degré. Paris, Service d'édition et de vente des publications de l'Éducation nationale, n.d. 118 p. diagr. (Mémoires et documents scolaires, Nouvelle série, No. 6). — Four recruitment methods were used in France up till 1952: *agrégation*, certificate for teaching in the *collèges* (C.A.E.C.), secondary teacher's certificate (C.A.P.E.S.), and "liquidation plan". In view of the importance of recruitment and in an attempt to harmonize the various methods and to secure the best scientific and professional training possible a new form for the recruitment examination (C.A.P.E.S.) was introduced in 1952. Recruitment statistics, examination syllabus, official texts. (IBE)

371.12 (73) TEACHER TRAINING (UNITED STATES)

School and Community Laboratory Experiences in Teacher Education. By the Sub-Committee of the Standards and Survey Committee of the American Association of Teachers Colleges. New York, American Association of Teachers Colleges, 1948. 340 p. tabl. — Report and recommendations of the Sub-Committee appointed in 1945 by the Committee on Standards and Survey of the American Association of Teachers Colleges to examine the basic principles of professional training of teachers and the experiences carried out in this field in the United States. (IBE)

371.12 (73) TEACHER TRAINING — 373.2 PROBLEMS OF GENERAL CULTURE (UNITED STATES)

LOVINGER, Warren C. **General Education in Teachers Colleges.** Oneonta, N. Y., State Teachers College, 1948. 119 p. app. bibl. tabl. — Result of a study made

in 1946 under the sponsorship of the Committee on Standards and Surveys of the American Association of Teachers Colleges as part of a long-range programme aimed at the improvement of general education in its member-institutions. Definitions, purposes and objectives of general education, patterns of general education for teachers, programmes of general education, etc. (IBE)

371.12 (42) **TEACHER TRAINING** — 37 B (42) **HISTORY OF EDUCATION** (UNITED KINGDOM)

OGREN, Gustav. **Trends in English Teachers' Training from 1800.** A survey and an investigation. Stockholm, Esselte Aktiebolag, 1953. 213 p. — A survey of the history of teacher training in England since the beginning of the 19th century. Special chapters are devoted to curriculum development (principles and theories of education, the teaching of methods, class management, etc.), the development of teaching practice, teachers' opinion on the profession, etc. (IBE)

371.263 **TESTS**

CATTELL, Raymond B. **A Guide to Mental Testing.** For Psychological Clinics, Schools and Industrial Psychologists. Third Edition. London, University of London Press (1953). 446 p. fig. tabl. — Contains English and American tests and other methods of diagnosis for the measurement of intelligence, knowledge, special aptitudes, interest, character factors and probes of emotional adjustment. The two main purposes of the book are: (1) to provide instructions, test materials and norms to aid the psychometrist in assessing the principal aspects of personality, ability, skill and achievement, (2) to provide a brief discussion of essential principles guiding the evaluation of these tests, together with notes on their origin, validity and place of publication. (IBE)

371.263 **TESTS**

STERN, Erich (herausgegeben von). **Die Tests in der klinischen Psychologie.** Erster Halbband. Zürich, Rascher Verlag, 1954. 418 p. ill. — A general picture of the best known methods of observation (basic principles, intelligence tests, personality tests, field of application), each method being described by a qualified specialist, whenever possible by the author of the test himself. (IBE)

371.263 **TESTS**

ZULLIGER, Hans. **Der Tafeln -Z-Test.** Für individuelle psychologische Prüfungen, ein abgekürztes Rorschach-Verfahren. Bern und Stuttgart, Hans Huber, cop. 1954. 260 p. tabl. — The "plate Z test" is an abridged Rorschach test, three plates only being used. Many concrete examples, in the field of school and professional guidance, illustrate this method of psychological diagnosis applicable in individual examinations. (IBE)

371.265 **PSYCHOLOGICAL TESTS OF INTELLIGENCE**

BINET, Alfred et SIMON, Th. **La mesure du développement de l'intelligence chez les jeunes enfants.** Paris, Bourrellet, 1954. 120 p. fig. (Publication de la Société Alfred Binet). — Re-issue of the classical study published in 1911 by the two French pioneers of child psychology. (IBE)

371.30 **DIDACTIC PRINCIPLES** — 379 (44) **SCHOOL ADMINISTRATION** (FRANCE)

CADENEL, F. **Mémento de pédagogie pratique.** Paris, Magnard, 1954. 228 p. — Advice on school organization and administration, curriculum, and school and home relationships, intended for beginners in the teaching profession. (IBE)

371.30 **DIDACTIC PRINCIPLES**

RIBOULET, L. **Directives méthodologiques.** Lyon et Paris, Vitte, 1953. 336 p. — Seventh edition of an introduction to general and special teaching methods for the use of students in the French normal schools. (IBE)

371.303 **RESPECTIVE PARTS OF PLAY AND WORK IN EDUCATION**

JACQUIN, Guy. **L'éducation par le jeu.** Paris, Fleurus, s.d. 224 p. fig. — Play as a method of education, and practical advice on organizing collective games including many "stunts" for the game leader. (IBE)

371.336 INITIATION INTO METHODOICAL WORK

KORNHAUSER, Arthur W. **Aprende a estudar!** Conselhos para auferir máximo proveito dos métodos de estudo. 2a. ed. Rio de Janeiro, Editora Vecell 1951. 84 p. bibl. — Translation into Portuguese, by L. R. de Andrade, of a book **How to Study**, in which a professor of commercial psychology at the Chicago University describes a technique enabling students to draw full benefit from their studies: secondary and higher education. (IBE)

371.43 NEW EDUCATION

ZIMMERMANN, Fritz. **Törwang, Bild der neuen Schule.** I. Grundlage München, Oldenbourg, 1951. 164 p. ill. — First volume of a report on didactic principles, the school reform undertaken in the rural school of Törwang (Bavaria) and the results obtained. I. Reasons for school reform. II. New education demand III. Phases of the reform. IV. The new school. V. How to transform the tradition school. (IBE)

371.43 ACTIVITY SCHOOL — 37 C BIOGRAPHIES

FREINET, Elise e Célestin. **Nascita di une pedagogia popolare.** Firenze La Nuova Italia, 1955, 196 p. (Educatori antichi e moderni, 1945). — Translated into Italian, by Giuseppe Tamagnini and Dina Parigi, of two books published in "Editions de l'Ecole moderne française", Cannes, one in 1937 under the title: "I technique Freinet", the other in 1949 under the title: "Naissance d'une pédagogie populaire" (Cf. Bulletin No. 93). (IBE)

371.452 CATHOLIC EDUCATION — 37 B (73) HISTORY OF EDUCATION (UNITED STATES)

McGLADE, Joseph. **Progressive Educators and the Catholic Church.** Westminster (Maryland), The Newman Press, 1953. 164 p. bibl. — Criticism of the ideas and theories of a few modern American educators (Kilpatrick, Bode, Childs, Hoot Kallen, Brameld) on the catholic faith, philosophy and educational system. (IBE)

371.46 SYSTEMS SPECIALLY DISTINGUISHED BY THEIR PHILOSOPHIC INSPIRATION

STEINER, Rudolf. **Spiritual Ground of Education.** Nine lectures given at Mansfield College, Oxford, from August 16th to 25th, 1922. London, Anthroposophical Publishing Company, 1947. 136 p. illus. — Nine lectures given by Dr. Steiner on the spiritual ground of education cover the following topics: the need for a spiritual insight, spiritual disciplines of the past and of today, knowledge as nurture, the teacher as an artist, the organization, teachers and pupils of the Waldorf School. (IBE)

371.6 (42 & 41) SCHOOL BUILDINGS (UNITED KINGDOM)

School Construction. 1953. A reprint of the articles which appeared in 1953 in the School Construction Section of "Education" (Official Organ of the Association of Education Committees). London, Councils and Education Press, n.d. 117 p. i. A profusely illustrated book on recent school construction in England and Scotland including planning and design of grammar schools, boarding schools, prefabricated schools, aluminium schools, etc. (IBE)

371.73 PHYSICAL EDUCATION — 371.243 INDIVIDUAL TEACHING

FRANKARD, Paul and WALCKIERS, Denise. **Individualisation en éducation physique.** Louvain, Nauwelaerts, 1954. 116 p. bibl. — The trend towards individual teaching having been favoured in intellectual education, the authors wonder whether physical education should not also be "made to measure", and suggest concrete solutions to that end. (IBE)

371.73 PHYSICAL EDUCATION

DANHIER, Marcel. **Gymnastique médicale et corrective.** Massage. Par Legrand, 1955. 122 p. fig. — Therapeutic and corrective treatment of bad posture and breathing difficulties by medical gymnastics, as applied by the author at the Hospital for Sick Children. (IBE)

371.73 PHYSICAL EDUCATION — 376.5 EARLY CHILDHOOD

FAUROBERT, Louis. *Notre beau bébé*. Paris, Ed. Ouvrières, 1954. 184 p. ill. — Hygiene and physical culture for future mothers and early physical culture exercises for the infant. Practical advice in the form of varied exercises. (IBE)

371.916 HANDICAPPED CHILDREN

VAN ROY, Fabienne. *L'enfant infirme*. Son handicap, son drame, sa guérison. Neuchâtel et Paris, Delachaux & Niestlé, 1954. 224 p. — A study of frustration, in handicapped children, using the Rosenzweig "Picture Frustration Study" test applied to two groups of children, one of 85 handicapped children and the other of 82 healthy children, for purposes of comparison. The test confirmed the presence in the handicapped children of symptoms of frustration, particularly in the social aspect—symptoms indicating lack of self-confidence and a marked incapacity for adaptation to reality. As an annex, technique used for the test. (IBE)

371.98 EDUCATION OF DIFFERENT RACES

L'enseignement à dispenser aux indigènes dans les territoires non autonomes. Bruxelles, Les Editions de la Librairie encyclopédique, 1951. 182 p. (Les Cahiers de l'Institut de Sociologie Solvay, No. 1). — Records of meetings and reports submitted to the international symposium organized in Brussels in 1950 on educational problems in British territories of Africa, in Indonesia, Belgian Africa, and Dutch East Indies, etc. (IBE)

372.1 PRIMARY TEACHING METHODS

FENZL, Viktoria. *Die Jahresarbeit auf der zweiten Schulstufe*. Herausgegeben unter Mitwirkung einer Arbeitsgemeinschaft. Wien, Verlag für Jugend und Volk, 1951. 608 p. ill. — Curriculum with comments and explanations and teaching manual for the second school year, prepared with the assistance of a working group: curriculum, basic principles, local geography, mother tongue, writing, arithmetic, drawing, handicrafts, needlework, singing, physical education. (IBE)

372.1 PRIMARY TEACHING METHODS

OMOND, J. L. (compiled and edited by). *Suggested Methods for the Primary School*. 2nd ed. Cape Town and Johannesburg, Juta & Co., n.d. 423 p. ill. — Handbook for the use of South African teachers, containing practical teaching examples of all the subjects taught in primary schools. (IBE)

372.4 READING

BASURTO GARCÍA, Alfredo. *La lectura*. Mexico, Ed. Luis Fernandez G., 224 p. bibl. — A general outline, by a Mexican teacher, of the main problems involved in teaching how to read; study of the various methods advocated, teaching equipment, tests, etc. (IBE)

373 (42) SECONDARY EDUCATION (UNITED KINGDOM)

PEDLEY, Robin. *Comprehensive Schools To-Day*. An Interim Survey with new critical essays by Robin Pedley, H. C. Dent, Harold C. Shearman, Eric James, and W. P. Alexander. London, Councils and Education Press Limited, n.d. 56 p. — First report on 14 comprehensive schools already existing in England, Wales and the Isle of Man, followed by 5 critical essays on the role and place of this type of school in secondary education. (IBE)

373 (81) SECONDARY EDUCATION (BRAZIL)

ABREU, Jayme. *A educação secundária no Brasil*. Ensaio de identificação de suas características principais. Rio de Janeiro, Instituto Nacional de Estudos Pedagógicos, 1954. 104 p. roneogr. app. stat. — A study of secondary education in Brazil: nature, objectives, evolution, financing, enrolments, organization and administration, curricula, methods, teaching staff, etc. submitted to the Pan-American seminar on secondary education held at Santiago (Chile) in 1954. (IBE)

373.2 PROBLEMS OF GENERAL CULTURE

COUSINET, Roger. *La culture intellectuelle*. Paris, Presses d'Ile de France, 1954. 187 p. — To pretend that schools can impart general culture by means of so-

called cultural lessons and exercises and contacts with great literary and artistic works is plain illusion. The student cannot be cultivated: he can only attain culture himself by using his aptitudes, potentialities and interests. (IBE)

374 (471) ADULT EDUCATION (FINLAND)

Työväen Omachoiten Sivistystyö (Workers' Adult Education in Finland). Helsinki, Kustannusosakeyhtiö Tammi, 1954. 388 p. ill. tabl. map. — A selection of articles contributed by several specialists in adult education, describing the organization of the working class and the Finnish workers' movement, the cultural and political objectives of this movement, the working principles of the Workers' Educational Association and its place in the workers' movement, the work of other organizations in the field of education, the popular boarding schools belonging to Finnish workers' organizations, etc. An appendix gives a 26 p. summary of the book in English. (IBE)

375.031 DIVISION OF THE CURRICULUM INTO "WORK UNITS"

MELLO CARVALHO, Irene. *O ensino por unidades didáticas.* Seu ensaio no Colégio Nova Friburgo. Rio de Janeiro, Ministério de Educação e Cultura. CILEME, publicação No. 4, 1954. 220 p. ill. bibl. — Historical survey and definition of the basic principles of the "work units" method, followed by an account of the results of the experiments carried out at the Brazilian secondary school in Nova Friburgo. Appended, a chart of "work units" in mathematics and history suitable for grammar schools and scientific colleges. (IBE)

375.05 (44) CURRICULA — 372 (44) PRIMARY EDUCATION (FRANCE)

LEBETTRE, M. and VERNAY, L. *Programmes et instructions commentés. Enseignement du premier degré.* Paris, Bourrellet, 1954. 302 p. — A guide intended to facilitate the teachers' task when applying the regulations now in force concerning courses of study in primary education. The comments on the fundamental principles underlying the regulations are based on experience. (IBE)

375.105 COMPOSITION, STYLE — 375.77 DICTION — 371.912 EDUCATION OF THE DEAF — 37 B (73) HISTORY OF EDUCATION (UNITED STATES)

WALLACE, Karl R. (edited by) *History of Speech Education in America.* Background Studies. Prepared under the auspices of the Speech Association of America. New York, Appleton-Century-Crofts, 1954. 687 p. bibl. — A complete history of speech education in the United States since colonial times, dealing with style and speech composition, elocution, analysis of speech sounds, phonetics and pronunciation, teaching of the deaf, the art of composition and delivery in the theatre, etc. (IBE)

375.12 MOTHER TONGUE

VOGT, Anton. *English for Teachers.* Christchurch (New Zealand), The Pegasus Press, 1953. 69 p. app. — Aims of English teaching and methods of achieving these aims. The first chapter presents pros and cons of good and bad teaching. The rest of the book is a Master Scheme for teaching English in any class from Standard II to Form IV. (IBE)

375.122 BILINGUISM

DAVIES, R. E. *Bilingualism in Wales.* With special reference to second language teaching and some account of the language position in Eire and Belgium. Cape Town, etc., Juta & Company, 1954. 104 p. app. — Concise study of bilingual education in Wales and Belgium aiming to help solve South African bilingual problems. (IBE)

375.132 ENGLISH TEACHING

MORRIS, I. *The Art of Teaching English as a Living Language.* London, Macmillan, 1954. 170 p. app. bibl. — The fundamental principles of English language teaching, both as mother tongue and as foreign language, which need to be adapted to the different temperamental types of pupils. The main chapters deal with: vocabulary, grammar, tenses, spelling, writing. (IBE)

375.14 CLASSICAL LANGUAGES

ROTTER, Gustav. *Die alten Sprachen in der Bildungsschule*. Wien, Österreichischer Bundesverlag für Jugend und Volk, 1954. 66 p. (Bausteine zur Bildungsschule, Heft 1). — Reasons for teaching classical languages: (a) knowledge of antiquity considered as the basis of culture in the Middle Ages and in modern times, (b) classical languages considered as the basis of modern languages, (c) classical languages as a factor in character development, civic and political education, etc. (IBE)

375.41 (438) GEOGRAPHY (POLAND)

WISZNIEWICZ, Marie and WUTKEGO, Gustawa (under the direction of). **Materialy do metodyki nauczania geografii*. Praca zbiorowa. Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1954. 272 p. fig. bibl. — A complete guide for teachers in charge of geography teaching, dealing with didactic principles, curriculum, methods of observing nature, teaching material, etc. (IBE)

375.42 HISTORY — 37 G. YEARBOOKS

Internationales Jahrbuch für Geschichtsunterricht. Band III. Braunschweig, Albert Limbach Verlag, 1954. 348 p. — Volume III of the International Yearbook on the Teaching of History, including articles on: the Japanese school system viewed within the political social and spiritual framework of Japan, the two first meetings of German and Japanese historians, the agreement reached between French and German historians, the meetings of Scandinavian and German, Yugoslav and German, English and German historians, history courses in Belgian schools, teaching of history in Ireland, Turkey, etc. (IBE)

375.42 HISTORY — 377.382 TEXTBOOK REVISION

Geschichtsunterricht, Brücke zwischen den Völkern. Herausgegeben vom Internationalen Schulbuchinstitut an der Kant-Hochschule Braunschweig. Braunschweig, Albert Limbach Verlag, 1954. 52 p. — National reports submitted to the Calw Conference (1953) where European educationists and historians met with a view to integrating the European idea in the textbooks of the various countries. (IBE)

375.72 DRAWING, PAINTING

KORNMANN, Egon. *Talent und Lehre*. Grundfragen bilden-künstlerischer Erziehung. München, Leibniz Verlag, cop. 1949. 190 p. — The teacher must be trained to contribute to the child's artistic education as a false start can spoil definitely the child's aptitudes. In the first part, the author looks at artistic education as the development of the child's special talent; in the second, he considers it within the framework of general culture. (IBE)

375.75 (73) MUSIC (UNITED STATES)

Music for Florida Children. A Guide for Elementary School Music. Tallahassee, State Department of Education, 1954. 130 p. app. (Florida program for improvement of schools, Bulletin No. 40 prepared under the direction of Wiley L. Housewright). — The author insists on the importance of music teaching from the social, emotional, aesthetic and physical viewpoints and describes the purposes of music teaching and the basic constituents of a good music programme. (IBE)

375.76 (73) DANCE (UNITED STATES)

HAWKINS, Alma M. *Modern Dance in Higher Education*. New York, Bureau of Publications, Teachers College, Columbia University, 1954. 124 p. bibl. — The role of modern dance in the American secondary education. Principles to guide the teacher in selecting and providing dance experiences are suggested in the light of the basic concept: modern dance experiences should aid the student in attaining his fullest development and can be uniquely valuable as means of self-expression and good human relations. (IBE)

375.77 DICTION — 371.12 TEACHER TRAINING

FESSENDEN, Seth A., JOHNSON, Roy Ivan and LARSON, P. Merville. *The Teacher Speaks*. New York, Prentice-Hall, 1954. 360 p. ill. — The importance of

speech in teaching. Contains technical and practical suggestions (pitch, articulation, group discussions, creative dramatics, etc.) for prospective teachers, and several practical exercises. (IBE)

375.9 (47) TECHNIQUE TAUGHT IN SCHOOL (U.S.S.R.)

O politekhnicheskoe i obucheniye. Sbornik materialov seminarov rabotnikov instituta usoverchenstvovaniya uchitelei. Under the direction of Mr. N. Skatkin. Moskva, Izdatelstvo akademii pedagogicheskikh nauk R.S.F.S.R., 1953. 349 p. bibl. (Tsentralnyi institut povicheniya kvalifikatsii rukovodiachikh rabotnikov narodnogo obrazovaniya). — Role of the polytechnical teaching in schools, problems arising from it, teacher training and experiments conducted in the different teacher training institutes, polytechnical teaching achievements in certain schools. Each chapter is written by a member of the Institute for Further Training. (IBE)

375.91 HANDICRAFTS

BOEKHOLT, Albert. *Des mains vers la tête.* Paris, Presses d'Ile de France, 1954. 152 p. — In his reflections, notes and chronicles, based on daily practice of educational handicrafts, the author aims at respecting, detecting and cultivating the creative originality in the child. (IBE)

376.6 CHILDHOOD, PRE-ADOLESCENCE

MILLARD, Cecil V. *School and Child.* A Case History. Michigan State College Press, 1954. 222 p. bibl. diagr. — The author endeavours to present fresh knowledge and understanding of the pre-adolescent developmental sequences, taking as an example the same child at different ages (6, 7, 8, 9, 10 and 11 years old) and describing altogether his general, physical and mental development, the influence of external factors, the development of sociability, etc. (IBE)

376.6 CHILDHOOD, PRE-ADOLESCENCE

El niño de seis a doce años. Washington, Servicio de Lenguas extranjeras de la Secretaría de Estado, Publicación TC-294, 1953. 240 p. phot. — Translation into Spanish of a pamphlet edited in 1949 by the American Child Welfare Office under the title: "Your Child from Six to Twelve" (IBE)

377.21 CHARACTER EDUCATION

DWELSHAUVERS, Georges. *L'exercice de la volonté.* Habitude — Responsabilité — Education de l'effort — Utilisation de l'énergie volontaire — Personnalité et liberté. Paris, Payot, 1949. 174 p. — A psychological study on will-power and practical advice based on facts, with a view to developing a sense of effort and will-energy. In one of the chapters will-power, freedom and personality are considered in the light of the spiritual life. (IBE)

377.31 (73) INTER-RACIAL RELATIONSHIPS (UNITED STATES)

ASHMORE, Harry S. *The Negro and the Schools.* Chapel Hill, The University of North Carolina Press, 1954. 239 p. bibl. tabl. — A review of the various aspects of the educational problem of segregation in the United States and of bi-racial education: (1) historical survey of the problem of segregation and of the efforts leading to the Supreme Court decision of May 17th, 1954, condemning such discrimination; summary of the experience of Negroes who have recently attended Southern universities; study of educational segregation outside the South; practical results of the integration achieved in a few localities; story of the efforts to equalize educational opportunities for white and negro children in the South, etc. (IBE)

377.31 (73) INTER-RACIAL RELATIONSHIPS (UNITED STATES)

WILLIAMS Jr., Robin M. and RYAN, Margaret W. (edited by). *Schools in Transition.* Community Experiences in Desegregation. Chapel Hill, The University of North Carolina Press, cop. 1954. 272 p. bibl. app. — Records of community experiences in 24 localities situated on the borders of the Southern States of the United States, after the unification of their school systems which were previously different for white and negro children. Legislative and various problems arising in school from racial integration, solutions adopted in each particular case and suggestions for the future. (IBE)

377.9 (52) AID FOR THE YOUNG — 378 (52) HIGHER EDUCATION (JAPAN)

LLOYD, Wesley P. **Student Counseling in Japan.** A Two-Nation Project in Higher Education. Minneapolis, The University of Minnesota Press, cop. 1953. 204 p. app. — Report of the mission organized by various American educational organizations to help the Japanese universities to develop guidance and personal aid services for the students. (IBE)

377.91 MEDICO-PSYCHOLOGICAL AID

SPIEL, Oscar. **La doctrine d'Alfred Adler dans ses applications à l'éducation scolaire.** Paris, Payot, 1954. 296 p. — The child's progressive adaptation to his social surroundings by gradually becoming one with the community is achieved thanks to social feeling and the compensation and overcompensation mechanism. "Failure by the child to adapt itself is always due to a lack of understanding of social requirements and conventions." Consequently the author recommends the Adler technique of educational psychology which, by explanation, shows the child the errors in his asocial and antisocial behaviour and helps him to become a part of the school community. (IBE)

377.91 MEDICO-PSYCHOLOGICAL AID — 371.91 HANDICAPPED CHILDREN

HANSELMANN, Heinrich. **Sorgenkinder, daheim, in der Schule, in der Anstalt, in der menschlichen Gesellschaft.** Heilpädagogik im Überblick. Zürich, Rotapfel Verlag, cop. 1954. 180 p. bibl. — Treatise of remedial education covering the following topics: child psychology, unusual childhood, treatment and re-education of psychopathic children and adolescents, and those suffering from nervous troubles, different forms of unbalanced behaviour, medico-psychological aid, future of remedial education. (IBE)

377.91 MEDICO-PSYCHOLOGICAL AID

HEUYER, Georges. **Introducción a la psiquiatría infantil.** Barcelona, Ed. Luis Miracle, 1954. 260 p. — Translation into Spanish, by L. J. Matute, of a work published by Presses universitaires de France, Paris, under the title: "Introduction à la psychiatrie infantile". (IBE)

377.911 PROBLEM CHILDREN — 376.7 ADOLESCENCE

OPPITZ, Manuel. **Meine Flegel.** Ein Buch für ältere Junge und junge Ältere. Innsbruck, Inn-Verlag, n.d. 156 p. ill. — A teacher describes a few types of difficult and troubled students, in a series of vivid and rather humorous pictures taken on the spot and showing life in school and outside school, and shows how an intelligent understanding, a calm mastery and above all an unstinting affection resolve the crises and dramas of adolescence. (IBE)

378 (42) HIGHER EDUCATION (UNITED KINGDOM)

Higher Education in the United Kingdom. A Handbook for Students from Overseas. Published for the British Council and the Association of Universities of the British Commonwealth. London, etc., Longmans Green, 1954. 168 p. — Prepared by the British Council and the Association of Universities of the British Commonwealth, and providing a valuable source of information about admission requirement, cost of residence, fellowships, diplomas, etc. for overseas students wishing to study in the United Kingdom. (IBE)

378 (73) HIGHER EDUCATION — 37 B (73) HISTORY OF EDUCATION (UNITED STATES)

SELLERS, James B. **History of the University of Alabama.** Vol. I. 1818-1902. Alabama, University of Alabama Press, 1953. xii and 649 p. ill. bibl. — Volume I of the History of the University of Alabama, covering the period preceding its foundation (1818-1831) and the first 70 years of its existence, relating the efforts to raise the level of university studies in spite of the lack of funds and the interruption caused by the War of Secession. (IBE)

378 (73) HIGHER EDUCATION — 37 P RESEARCH (UNITED STATES)

ECKERT, Ruth E. and KELLER, Robert J. (edited by). **A University looks at its Program.** The Report of the University of Minnesota Bureau of Institutional

Research, 1942-1952. Minneapolis, The University of Minnesota Press, cop. 1954. 224 p. tabl. — Twenty-three selected studies, representing the work accomplished by the Bureau of Institutional Research of the University of Minnesota from 1942 to 1952. These studies deal with : (a) general problems (immatriculation, students' residence, etc.), (b) problems connected with pre-graduate studies, (c) problems concerning specialized and post-graduate studies, (d) problems of university staff. (IBE)

378 (54) HIGHER EDUCATION (INDIA)

The Idea of a Rural University. Sevagram (Wardha), Hindustani Talimi Sangh, 1954. 102 p. — Extracts from the writings of Gandhi, Vinoba Bhave, Arthur E. Morgan and others, concerning the basis and methods of rural higher education in India. According to "Nai Talim" philosophy, "education should largely consist of the practice of living". (IBE)

379 (64) SCHOOL ADMINISTRATION (UNION OF SOUTH AFRICA)

FOWLER, C. de K. School Administration in the Cape Province. With special Reference to Committee Procedure. Cape Town, Maskew Miller (1953). 180 p. bibl. app. — Various aspects of the school administration in the Cape Province where the expansion of educational services, during the last 20 years, was such that their administration now requires a board of trained and experienced specialists. (IBE)

379.4 MONOPOLY OR FREEDOM IN EDUCATION — 379.32 (86) FINANCE AND ACCOUNTS (COLOMBIA)

Estudios teórico-prácticos sobre educación. Por Padres de la Compañía de Jesús. Bogotá. Editorial Pax, 1953. 142 p. stat. graph. — In the first part, contributed by Fernando Barón, the educational rights of parents, citizens, Church and State are examined in the light of canonical law, encyclics, episcopal decisions, etc. The second part, by Alfonso Quintana Cárdenas, is a comparative study, based on statistics, of finance and accounts of public and independent education in Colombia. (IBE)

379.5 SCHOOLS AND THE PUBLIC — 371.026 RELATIONS BETWEEN HOME AND SCHOOL

Public Relations for Teacher Education. A Guide for Colleges and Universities. George H. Holmes, Editor, Oneonta, New York, The American Association of Colleges for Teacher Education, 1950. 110 p. app. graph. — A practical guide for the use of students in teacher colleges and colleges of education, dealing with the importance of planned public relations : citizens' cooperation in public school education, home and school relationships, publicity, exhibitions, radio, etc. (IBE)

379.61 (861) COMPULSORY SCHOOLING — 375.05 (861) COURSES OF STUDY (ECUADOR)

Uzcátegui, Emilio. La obligatoriedad de la educación en el Ecuador. Buenos Aires, Casa de la Cultura ecuatoriana, 1952. 164 p. — Spanish edition of a book on compulsory schooling in Ecuador published in French and in English by Unesco for the XIVth International Conference on Public Education. Appendices to this edition in the author's mother tongue deal with primary school courses of study in Ecuador, an account of the trends and characteristics of school problems in Ecuador, foundation of the first school in Quito in 1558, i.e. 24 years after the foundation of the city and 66 years after the discovery of America, statistics on illiteracy, etc. (IBE)

379.635 ILLITERACY — 37 A COMPARATIVE EDUCATION

GODOY URRUTIA, César. Analfabetismo en América. Guatemala, Editorial del Ministerio de Educación pública, 1952. 228 p. stat. bibl. (Colección científico-pedagógica, No. 4). — A study of illiteracy in Latin America from the political and social viewpoints : (a) historical, geographical, economic, political, social, educational and cultural causes ; (b) education, class problems ; (c) the funds allowed by the State to education compared with the other chapters of the budget ; (d) cultural level reflecting the economic situation ; (e) teacher status ; (f) present tendency in cultural development throughout the world ; (g) characteristics of educational development in a few Latin American countries. (IBE)

379.635 (47) ILLITERACY (U.S.S.R.) — 37 B HISTORY OF EDUCATION

IVANOVA, A. M. *Tehto sdelala sovetaskaia vlast po likvidatsii negramotnosti sredi vsrosl'ykh.* Moskva, Gosoudarstvennoe outchebno-pedagoghitcheskoe isdatel'stvo ministerstva prosvechcheniia R.S.F.S.R., 1949. 96 p. — The three phases of the war led by the Soviet government against illiteracy during three decades (1919-1949). The first chapter describes illiteracy in Russia under the Czars. (IBE)

379.635 (45) ILLITERACY — 374 (45) ADULT EDUCATION (ITALY)

BERTONI JOVINIE, Dina. *Storia della scuola popolare in Italia.* Torino, Einaudi editore, 1954. 502 p. bibl. — Historical account of the efforts made to overcome illiteracy, during the last two centuries. By bringing into light the causes of failure this retrospective study helps towards the understanding and solution of the problem as it stands at present. (IBE)

379.635 (469) ILLITERACY (PORTUGAL)

VEIGA DE MACEDO, Henrique. *O problema do Analfabetismo. I. Educação supletiva de adultos. II. Expansão do ensino primário entre as crianças em idade escolar.* Lisboa, Campanha nacional de Educação de adultos, 1954. 76 p. (Plano de Educação popular, VII, Série A — No. 5). — Statement by the Under-Secretary of State for National Education on the first results of the campaign for adult education and the development of primary education undertaken in Portugal in 1952. The interpretation of statistics supplementing the text makes it easier to realize the extent and the rhythm of the progress made. (IBE)

379.91 (493) SCHOOL LEGISLATION — 372 (493) PRIMARY EDUCATION (BELGIUM)

VERSTREPEN, Em. *Vademecum voor de Onderwijzer.* Brussel, Christelijk Onderwijzersverbond, 1954. 176 p. — Handbook for the Flemish-speaking teacher, containing legislative documents concerning primary education: teachers' appointment, supply teachers, salaries and various allowances, sick leave, etc., followed by a list of useful addresses. (IBE)

379.91 (494) SCHOOL LEGISLATION (SWITZERLAND)

KLEINER, H. C. *Schulgesetzgebung von Bund und Kanton Zürich.* Erziehungsdirektion des Kantons Zürich. Zürich, Kantonaler Lehrmittelverlag, 1953. 128 p. — Practical guide on school legislation intended for teachers and school administrators of the Canton of Zürich: I. the school system and the Confederation, II. the school system of the Canton of Zürich. (IBE)

136.7 CHILD PSYCHOLOGY — 37 P RESEARCH

BANG, Vinh, MORF, Albert, NOELTING, Gérald, REYMOND-BIVIER, Berthe. *La recherche en psychologie de l'enfant.* Neuchâtel et Paris, Delachaux & Niestlé, 1954. 46 p. (Cahiers de pédagogie expérimentale et de psychologie de l'enfant, No. 12). — Information on research now being carried out at the Institute of Educational Sciences, in Geneva, on child psychology and its possible applications. An account of the various methods of psychological research, description of the child's mental development, brief summary of the research on classification, the adolescent's inductive reasoning, the child's emotional and social development, standardization of the genetic tests used in diagnosis of mental level. (IBE)

136.7 CHILD PSYCHOLOGY

COMBALUZIER, Charles. *L'enfant seul.* Essai de psycho-pédagogie. Paris, P. Lethielleux, 1955. 140 p. bibl. — A psychological portrait of children whose character is deformed through solitude, based on the study of various cases of only children, followed by suggestions for psychotherapy of the solitary child. (IBE)

136.7 CHILD PSYCHOLOGY — 377.34 (4972) POLITICAL EDUCATION (BULGARIA)

Izvestia na institouta po pedagoghiia. Kniga vtora. Sofia, Izdanie na bilgarskata akademii na naoukrite, 1952. 167 p. (Bilgarska akademii na naoukrite, Otdelenie za istoriia, arkeologhiia i filosofii). — Two studies contributed by the Bulgarian Education Institute: (a) phases of the child's development according to the dialectico-materialist concept, by Prof. G. D. Pirov; (b) the socialist conscience development among the young members of "Construction Brigades" by Prof. D. Ochanine. (IBE)

136.7 CHILD PSYCHOLOGY — 371.264 METHODS OF PSYCHOLOGICAL DIAGNOSTICS

VIOLET-CONIL, M. CANIVET, N. *Exploración de la mentalidad infantil. Teoría y técnica de la investigación.* Buenos Aires, Kapelusz, 1953. 370 p. bibl., fig. (Biblioteca de Cultura pedagógica, XVIII). — Translation into Spanish of the book published in 1946 by the Presses Universitaires de France entitled "L'exploration expérimentale de la mentalité enfantine" (see Bulletin No. 78). (IBE)

137 CHARACTER STUDY

PFAHLER, Gerhard. *Der Mensch und sein Lebenswerkzeug.* Erboharakterologie. Stuttgart, Ernst Klett Verlag, 1954. 424 p. bibl. ill. — Character typology and heredity, illustrated by a few comparative studies (Schiller and Goethe — Hebbel and Rilke — teacher and student). The book deals with: (a) fundamental inherited functions and characteristics resulting from them, termed by the author as *Lebenswerkzeug* (equipment for life); (b) the qualities acquired as a consequence of a particular psychic attitude or creative activity. The structure only of psychic functions is inherited. As an annex, 16 plates including 160 portraits. (IBE)

15 PSYCHOLOGY

STOCKER, A. *L'homme, son vrai visage et ses masques.* Lyon et Paris, Vitte, 1954. 236 p. (Collection: *Animus et anima*). — A review of the author's research on human structural psychology. Vital individual and social problems arising from different human behaviour are reviewed and analysed according to the concept of dynamic equilibrium of merits. (IBE)

158.4 GRAPHOLOGY

DELACHAUX, Suzanne. *Ecritures d'enfants. Tempéraments — Problèmes affectifs.* Neuchâtel et Paris, Delachaux & Niestlé, cop. 1955. 136 p. 28 pl. — A few cases of children from 12 to 15 years old whose problems of an emotional nature are revealed in their writing (specimens reproduced). Study of four types of temperament (lymphatic, sanguine, nervous, passionate) with writing specimens of each type. (IBE)

158.4 GRAPHOLOGY

CALLEWART, H. *Graphologie et physiologie de l'écriture.* Louvain, Nauwelaerts, 1954. 168 p. xxx planches hors texte. — According to the author, the origin of troubles in writing should be analyzed physiologically in connection with the mechanism of writing. In conclusion, he states that in the first instance graphology did not take into account graphic physiology, script types, cursive methods and their coordination which accounts for individual characteristics in writing. (IBE)

158.4 PSYCHOLOGY OF HANDWRITING, GRAPHOLOGY

GOINEAU, H. de & PERRON, R. *Génétiqne de l'écriture et étude de la Personnalité.* Essais de graphométrie, Neuchâtel & Paris, Delachaux & Niestlé, cop. 1954. 216 p. & XLII planches, fig. — An essay on graphometry applied to the study of the personality. Analysis of handwriting according to structure, dimensions, direction, dynamism, pressure, stiffness and suppleness, based on the statistical frequency of childish writing (E components) and of adult or autonomous writing (A components). The authors have listed 37 E components and 31 A components, with handwriting specimens as illustration. (IBE)

362.7 CHILD WELFARE — 37 I MISCELLANEOUS

Seminario de trabajo sobre administración de servicios de protección a la infancia. Resúmenes de las clases dictadas y recomendaciones. Tercer curso — Año 1954. Montevideo, Instituto internacional americano de protección a la infancia, 1954. 604 p. roneogr. — Although the object of the seminar—the lessons and recommendations of which are resumed in this book—was the training of administrators for the child welfare service, it also dealt with physical education, utilization of leisure, health education, re-education of youth, different types of school (from kindergarten to industrial school), educational psychology, school meals, youth clubs, handicapped children, etc. (IBE)

612.821 EXPERIMENTAL PSYCHOLOGY — 31 STATISTICS

HOFSTÄTTER, Peter R. *Einführung in die quantitativen Methoden der Psychologie*. München, Johann Ambrosius Barth, cop. 1953. 176 p. fig. bibl. app. tabl. — Introduction to statistical methods and their application to psychology: preliminary mathematical ideas, study of correlations, interpretation, factorial analysis. The last part of the work deals with the problem of measurement of psychological phenomena. In an appendix, tables of current statistical functions. (IBE)

612.821 EXPERIMENTAL PSYCHOLOGY

OSGOOD, Charles E. *Method and Theory in Experimental Psychology*. New York, Oxford University Press, 1953. 800 p. ill. graph. bibl. — Treatise of experimental psychology, by a professor of psychology, member of the Institute of Communications Research of the University of Illinois, in which are examined more particularly sensorial processes, perception, theories on apprenticeship and symbolic representation. An account of controversial opinions on the two great schools of psychology: *Gestalt* psychology and *Behaviourism* theory. Contains also several graphs and illustrations, many of which were previously unpublished, and a bibliography of nearly 1,300 volumes. (IBE)

613.86 MENTAL HEALTH

KÜNKEL, Fritz and GARDNER, Ruth. *El consejo psicológico en los momentos cruciales de la vida*. Barcelona, Luis Miracle, 1952. 400 p. — Translation into Spanish, by Mercedes Miracles Arola and Dr. Fermin Fernandez, of the original American edition of the book "What do you advise (A guide to the art of counseling)", preceded by a study by Dr. Ramon Sarro. Psychological advice intended to help normal persons passing through periods of crisis, fatigue and pain. (IBE)

By subscribing to the "International Service of Education Card Indexes", librarians and educationists wishing to establish a record of recent books on education may obtain copies of the Bureau's bibliographical notices, printed on one side of the paper only, suitable for mounting on index cards.

Marcel ABRAHAM

Chairman of the Council of the International Bureau of Education

Mr. Marcel Abraham, Director of the French University Service with Foreign and Overseas Countries, and Chairman of the Council of the International Bureau of Education, died in Paris on 17th February, 1955, at the age of 56 years.

The French academic authorities are not alone in mourning the loss of one of the most distinguished high officials of national education. This disappearance is also deeply regretted in numerous foreign education administrations, for many among them were inspired by him to become interested in the cause of international collaboration in the educational field.

All who had the privilege of working with Marcel Abraham, either in the Council of the International Bureau of Education over which he presided since 1948 with characteristic sensitiveness, authority and understanding, or when he participated as head of the French delegation in the International Conferences on Public Education of which—quite exceptionally—he was chairman on two occasions, appreciated to the full his broad and generous conception of the international life, which was with him merely a reflection of the wholeheartedness, and of the communicative enthusiasm that he brought to the accomplishment of all his tasks.

Of this wholehearted devotion to a cause, Marcel Abraham gave final proof in Geneva when, knowing himself to be seriously ill, he did not hesitate to say yes to his friends of Unesco and the International Bureau of Education who saw in him the person best qualified to solve the problems that a decisive step towards universality raised in connection with the XVIIth International Conference on Public Education.

While the International Bureau of Education realises how great is the void in international educational life caused by the death of Marcel Abraham, it is comforting to remember that the last sacrifice of its Council's Chairman was fully recognised by the representatives of the 57 States participating in this Conference. They all paid him especial homage—the last which he was to receive—for the brilliant way in which he was able to reach unanimity on a burning question, but one which he had very much at heart, for it reminded him of the early stages of his fruitful career: improvement in the training and the status of secondary school teachers.

III. ACTIVITY OF THE BUREAU

ADMINISTRATIVE DIVISION

Thirty-second Meeting of the Executive Committee

The Executive Committee met for its thirty-second meeting on Tuesday, 22nd February, 1955, at the International Bureau of Education, under the chairmanship of Mr. Alfred Borel.

E.C. 220. — APPROVAL OF THE ACCOUNTS FOR THE YEAR 1953

The Executive Committee,

In virtue of the powers conferred upon it by Article 11 of the Statutes,

Approves the accounts for the year 1953 ;

Thanks the members of the International Bureau of Education, and specially the Swiss Federal Council and the United Nations Educational, Scientific and Cultural Organization, for their financial assistance to the work of the Bureau.

E.C. 221. — BUDGET ESTIMATES FOR THE YEAR 1955

The Executive Committee

Approves the budget estimates for the year 1955 submitted to it, in virtue of the powers conferred upon it by Article 11 of the Statutes ;

Expresses the wish that each of the member governments of the International Bureau of Education should endeavour to bring to the notice of friendly governments not yet members the interest for all concerned that would be aroused by their affiliation to this organization and their contribution to the universality of its work.

E.C. 222. — RESULTS OF THE XVIIITH INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

The Executive Committee

Expresses its thanks to the delegates of the 57 governments, to the United Nations and the Specialised Agencies and other organizations represented at the XVIIth International Conference on Public Education convened jointly by Unesco and the International Bureau of Education, which was held in Geneva from 5th to 13th July, 1954 ;

Notes with satisfaction the fresh step towards universality reached this year by the Conference, as well as the ever-growing participation of the higher authorities of the Ministries of Education ultimately responsible for the application of the recommendations drawn up by the Conference ;

Is gratified with the results of the Conference in unanimously voting two recommendations, totalling 74 clauses, addressed to the Ministries of Education, on the training and the status of secondary school teachers ;

Notes the fact that the text of these recommendations has been officially communicated by Unesco and the International Bureau of Education to all governments, who have been respectfully requested to make known any measures which they are disposed to take with a view to their application and their diffusion among the parties interested ;

Thanks the Ministries of Education and the delegates to the Conference for the large measure of publicity they have given to these recommendations by reproducing

them in their entirety or in part in official and private publications, by distributing them to secondary school teachers, or by sending out circulars commenting on their content ;

Thanks also the educationists and associations representing them on the national or international plane for the reception they have accorded to these recommendations which, together with those on the training and status of primary school teachers, constitute a " teachers' charter ".

E.C. 223. — XVIIITH INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION USE OF GERMAN

The Executive Committee,

Considering that Article 5 of the Agreement between the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education makes provisions for the International Conference on Public Education to be convened jointly by the two organizations,

Bearing in mind the draft resolution presented by the delegate of the German Federal Republic, as well as the propositions made by the delegates of Italy, Egypt Portugal and Poland concerning the use of Italian, Arab, Portuguese and Russian at the International Conferences on Public Education,

Expresses the wish that the Unesco-I.B.E. Joint Committee, at its 17th meeting, will consider the thorough study of the problem of the use of other languages at the abovementioned Conferences, in view of the respective cultural importance of each of these languages and the legitimate desire of the delegates of which these languages are either the mother tongue or languages in which they can express themselves more easily than in the other languages already officially used at the said conferences ;

Trusts that, at its 17th meeting, the Unesco-I.B.E. Joint Committee will be able to reach an agreement making provision among other things : (a) for the convening of the XVIIITH International Conference on Public Education at the beginning of July, 1955 ; (b) for the inclusion in the agenda of this Conference of the following three items : (i) the financing of education ; (ii) the teaching of art in primary and secondary schools ; and (iii) brief reports from the Ministries of Education on educational progress during 1954-1955 ;

Invites the Ministries of Education possessing a section in the Permanent Exhibition of Education to reserve one part to illustrate the first two items on the Conference agenda.

E.C. 224. — STATE OF CURRENT INQUIRIES

The Executive Committee

Desires to thank the Ministries of Education of the following countries for sending replies to the questionnaires of the various inquiries addressed to them :

The Financing of Education : Afghanistan, Australia, Bulgaria, Cambodia, Ceylon, Chile, Colombia, Ecuador, Egypt, Finland, France, Germany, Greece, Guatemala, Honduras, Ireland, Israel, Japan, Jordan, Lebanon, Liberia, Luxembourg, Monaco, Netherlands, New Zealand, Norway, Pakistan, Portugal, Salvador, Spain, Saudi Arabia, Sweden, Switzerland, Syria, Thailand, Turkey, United Kingdom, United States, Venezuela, Vietnam ;

The Teaching of Art in Primary and Secondary Schools : Afghanistan, Argentina, Australia, Austria, Belgium, Bolivia, Brazil, Bulgaria, Cambodia, Ceylon, Chile, Colombia, Costa Rica, Denmark, Dominican Republic, Ecuador, Ethiopia, Finland, France, Germany, Greece, Honduras, India, Ireland, Israel, Italy, Japan, Jordan, Liberia, Luxembourg, Mexico, Monaco, Netherlands, New Zealand, Norway, Panama, Paraguay, Persia, Peru, Philippines, Portugal, Spain, Saudi Arabia, Sweden, Switzerland, Thailand, Turkey, Union of South Africa, United Kingdom, Uruguay, Vietnam ;

Requests the Ministries of Education who have not yet replied to do so at their earliest convenience, and in any case not later than 15th April, 1955.

E.C. 225. — INQUIRY ON SCHOOL INSPECTION

The Executive Committee

Authorises the Director of the International Bureau of Education to undertake an inquiry into school inspection, in collaboration with the Ministries of Education ;

Approves, in principle, the draft questionnaire submitted to it.

E.C. 226. — INQUIRY ON THE TEACHING OF MATHEMATICS
IN SECONDARY SCHOOLS

The Executive Committee

Authorises the Director of the International Bureau of Education to undertake an inquiry into the teaching of mathematics in secondary schools, in collaboration with the Ministries of Education ;

Approves, in principle, the draft questionnaire submitted to it.

E.C. 227. — INTERNATIONAL EDUCATION LIBRARY

The Executive Committee

Notes with satisfaction that the International Education Library was enriched during 1954 by 5,021 volumes ;

Thanks the school authorities and the publishing firms who have contributed to the development of the documentary collections of the Bureau by sending shipments of books ;

Expresses satisfaction that it was possible to send selections of textbooks to exhibitions such as that organized by Unesco at Cairo during the Conference of the Arab States on compulsory education, and that organized by the Panamerican Union at Santiago in Chile, in connection with the seminar on secondary education ;

Is gratified also that collections of textbooks could be put at the disposal of the committees responsible for the reform of school textbooks in Yugoslavia and Egypt.

RESEARCH DIVISION

Inquiry on the Teaching of Art. — The Bureau is completing the analysis of the 65 replies from the Ministries of Education to the questionnaire submitted to them.

Inquiry on Systems of Financing Education. — The analysis of the replies being finished, the Bureau is drawing up the general survey.

INFORMATION DIVISION

Books received during the first quarter of 1955. — Collection of books on education, psychology, and school legislation and organization: 1,052 ; collection of school textbooks : 523 ; collection of children's books : 2,093.

Publications of the International Bureau of Education

1. Guide du Voyageur s'intéressant aux écoles . . . Out of print
2. La Paix par l'Ecole. P. Bovet. Work of the International Conference at Prague . . . Fr. 2.—
3. Education, Travail et Paix. Albert Thomas . . . Out of print
L'Education et la Paix. Bibliographie. . . . Out of print
4. Le Bilinguisme et l'Education. Work of the International Conference at Luxemburg . . . Out of print
5. Correspondances interscolaires. P. Bovet . . . Out of print
6. The Co-operation of School and Home. In French and German Out of print
In English and Spanish Fr. 0.60
7. Comment faire connaître la Société des Nations et développer l'esprit de coopération internationale. Premier cours Out of print
8. Troisième cours Out of print
9. Quatrième cours Out of print
10. Cinquième cours Out of print
11. Children's Books and International Goodwill. 2nd Ed. In French and English Fr. 5.50
12. L'enseignement de l'Histoire du Travail. Fernand Maurette Out of print
13. L'Education en Pologne Out of print
14. Quelques méthodes pour le choix des livres des Bibliothèques scolaires Out of print
15. Some Methods employed in the Choice of Books for School Libraries Out of print
16. La pédagogie et les problèmes internationaux d'après-guerre en Roumanie. C. Kiritzescu . . . Out of print
17. Le Bureau international d'Education (Illustrated) Out of print
- 18 A. Plan for the Classification of Educational Documents Fr. 1.50
19. La Préparation à l'Education familiale Fr. 3.50
20. Le Bureau international d'Education en 1930-1931 Fr. 2.50
21. Le Bureau international d'Education en 1931-1932 Fr. 2.50
22. La Paix et l'Education. Dr. Maria Montessori. . Fr. 1.50
23. Peace and Education. Dr. Montessori. Fr. 1.50
24. L'Organisation de l'Instruction publique dans 53 pays (with diagrams) Fr. 11.—
25. L'Instruction publique en Egypte Fr. 1.50
26. L'Instruction publique en Estonie Fr. 1.50
27. Annuaire international de l'Education et de l'Enseignement 1933 Out of print
28. La coordination dans le domaine de la littérature enfantine Fr. 1.50
29. La situation de la femme mariée dans l'enseignement. Out of p
30. Travail et congés scolaires Fr. .
31. Le Bureau international d'Education en 1932-1933 Fr. .
32. Les économies dans le domaine de l'Instruction publique Fr. .
33. La scolarité obligatoire et sa prolongation . . . Out of p
34. L'admission aux écoles secondaires Out of p
35. Annuaire international de l'Education et de l'Enseignement 1934 Fr. 1.—
36. La réforme scolaire polonaise Out of p
- 36 bis. Le Bureau international d'Education en 1933-1934 Fr. .
37. III^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions . . . Out of p
38. Le self-government à l'école Fr. .
39. Le travail par équipes à l'école Out of p
40. La formation professionnelle du personnel enseignant secondaire. Out of p
41. Les Conseils de l'Instruction publique Fr. .
42. La formation professionnelle du personnel enseignant primaire Out of p
43. Annuaire international de l'Education et de l'Enseignement 1935 Out of p
44. Le Bureau international d'Education en 1934-1935 Fr. .
45. IV^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions. . . . Fr. .
46. Les périodiques pour la jeunesse Out of p
47. La législation régissant les constructions scolaires Out of p
48. L'organisation de l'enseignement rural Out of p
49. L'organisation de l'enseignement spécial. . . . Fr. .
50. Annuaire international de l'Education et de l'Enseignement 1936 Out of p
51. Le Bureau international d'Education en 1935-1936 Fr. .
52. V^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions Fr. .
53. L'enseignement de la psychologie dans la préparation des maîtres Out of p
54. L'enseignement des langues vivantes Out of p
55. L'inspection de l'enseignement Out of p
56. Annuaire international de l'Education et de l'Enseignement 1937 Out of p
57. Le Bureau international d'Education en 1936-1937 Fr. .

- *VI^e Conférence internationale de l'Instruction
 publique. Procès-verbaux et résolutions. Out of print
 *Elaboration, utilisation et choix des manuels
 scolaires Out of print
 *L'enseignement des langues anciennes Fr. 5.50
 La rétribution du personnel enseignant primaire Fr. 9.—
 Annuaire international de l'Éducation et de
 l'Enseignement 1938 Out of print
 Le Bureau international d'Éducation en 1937-1938 Fr. 1.50
 VII^e Conférence internationale de l'Instruction
 publique. Procès-verbaux et résolutions Fr. 4.50
 Annuaire international de l'Éducation et de
 l'Enseignement 1939 Out of print
 *La rétribution du personnel enseignant secondaire Fr. 9.—
 *L'enseignement de la géographie dans les écoles
 secondaires Fr. 7.—
 *L'organisation de l'éducation préscolaire Fr. 7.—
 Le Bureau international d'Éducation en 1938-1939 Fr. 1.50
 *VIII^e Conférence internationale de l'Instruction
 publique. Procès-verbaux et résolutions Fr. 4.50
 Le Bureau international d'Éducation en 1939-1940 Fr. 1.50
 *L'organisation des bibliothèques scolaires Fr. 7.—
 *L'éducation physique dans l'enseignement primaire Out of print
 Le Bureau international d'Éducation en 1940-1941 Fr. 1.50
 *L'enseignement ménager dans les écoles primaires
 et secondaires Fr. 9.—
 *The International Bureau of Education in 1940-
 1941 Out of print
 Le Bureau international d'Éducation en 1941-1942 Fr. 2.—
 *L'enseignement des travaux manuels dans les
 écoles primaires et secondaires Fr. 8.—
 *The International Bureau of Education in 1941-
 1942 Fr. 2.—
 *Les précurseurs du Bureau international d'Édu-
 cation. P. Rossello Fr. 8.—
 Le Bureau international d'Éducation en 1942-1943 Fr. 2.—
 *The International Bureau of Education in 1942-
 1943 Fr. 2.—
 *Le Bureau international d'Éducation et la recon-
 struction éducative d'après-guerre Out of print
 *The International Bureau of Education and Post-
 War Educational Reconstruction Fr. 1.—
 *Recueil des recommandations formulées par les
 Conférences internationales de l'Instruction
 publique Out of print
 *Recommendations of the International Confer-
 ences on Public Education Fr. 3.—
 L'Instruction publique en Hongrie. J. Somogyi Fr. 5.—
 Reconstruction éducative. Livre blanc anglais sur
 la réforme scolaire. Board of Education Fr. 2.—
 89. Le Bureau international d'Éducation en 1943-
 1944 Fr. 2.—
 90. The International Bureau of Education in 1943-
 1944 Fr. 2.—
 91. L'enseignement de l'hygiène dans les écoles pri-
 maires et secondaires Out of print
 92. L'égalité d'accès à l'enseignement du second
 degré Fr. 5.—
 93. IX^e Conférence internationale de l'Instruction
 publique. Procès-verbaux et recommandations Out of print
 94. Annuaire international de l'Éducation et de
 l'Enseignement 1946 (bound Fr. 12.—) Fr. 10.—
 95. The Teaching of Hygiene in Primary and
 Secondary Schools Fr. 2.—
 96. Equality of Opportunity for Secondary Education Fr. 2.—
 97. La gratuité du matériel scolaire Fr. 7.—
 98. L'éducation physique dans l'enseignement secun-
 daire Fr. 7.—
 99. X^e Conférence internationale de l'Instruction
 publique. Procès-verbaux et recommandations Fr. 5.—
 100. Xth International Conference on Public Educa-
 tion. Proceedings and Recommendations Fr. 5.—
 101. Annuaire international de l'Éducation et de
 l'Enseignement 1947 Fr. 15.—
 *102. L'enseignement de l'écriture Fr. 5.—
 *103. The Teaching of Handwriting Fr. 5.—
 *104. Les psychologues scolaires Fr. 5.—
 *105. School Psychologists Fr. 5.—
 *106. XI^e Conférence internationale de l'Instruction
 publique. Procès-verbaux et recommandations Fr. 5.—
 *107. XIth International Conference on Public Educa-
 tion. Proceedings and Recommendations Fr. 5.—
 *108. Annuaire international de l'Éducation et de
 l'Enseignement 1948 Fr. 15.—
 *109. International Yearbook of Education 1948 Fr. 15.—
 *110. L'initiation aux sciences naturelles à l'école
 primaire Fr. 6.—
 *111. Introduction to Natural Science in Primary
 Schools Fr. 6.—
 *112. L'enseignement de la lecture Fr. 6.—
 *113. The Teaching of Reading Fr. 6.—
 *114. XII^e Conférence internationale de l'Instruction
 publique. Procès-verbaux et recommandations Fr. 3.—
 *115. XIIth International Conference on Public Educa-
 tion. Proceedings and Recommendations Fr. 3.—
 *116. La formation professionnelle du personnel ensei-
 gnant primaire (deuxième édition) Fr. 8.—
 *117. Primary Teacher Training Fr. 8.—
 *118. Annuaire international de l'Éducation et de
 l'Enseignement 1949 Fr. 10.—
 *119. International Yearbook of Education 1949 Fr. 10.—

*120. L'initiation mathématique à l'école primaire . .	Fr. 6.—	*141. Access of Women to Education	Fr.
*121. Introduction to Mathematics in Primary Schools	Fr. 6.—	*142. XV ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr.
*122. L'enseignement des travaux manuels dans les écoles secondaires	Fr. 4.—	*143. XVth International Conference on Public Education. Proceedings and Recommendations	Fr.
*123. The Teaching of Handicrafts in Secondary Schools.	Fr. 4.—	*144. Annuaire international de l'Éducation et de l'Enseignement 1952	Fr.
*124. Conférences internationales de l'Instruction publique. Recueil de Recommandations, 1934-1950	Fr. 3.—	*145. International Yearbook of Education 1952 . .	Fr.
*125. International Conferences on Public Education. Collected Recommendations, 1934-1950 . . .	Fr. 3.—	*146. La rétribution du personnel enseignant primaire (deuxième édition)	Fr.
*126. XIII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—	*147. Primary Teachers' Salaries	Fr.
*127. XIIIth International Conference on Public Education. Proceedings and Recommendations	Fr. 3.—	*148. La formation du personnel enseignant primaire (deuxième partie)	Fr.
*128. Cantines et vestiaires scolaires	Fr. 3.—	*149. Primary Teacher Training (second part) . . .	Fr.
*129. School Meals and Clothing	Fr. 3.—	*150. XVI ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr.
*130. Annuaire international de l'Éducation et de l'Enseignement 1950	Fr. 8.—	*151. XVIth International Conference on Public Education. Proceedings and Recommendations	Fr.
*131. International Yearbook of Education 1950 . .	Fr. 8.—	*152. Annuaire international de l'Éducation 1953. . .	Fr.
*132. La scolarité obligatoire et sa prolongation . .	Fr. 5.—	*153. International Yearbook of Education 1953 . .	Fr.
*133. Compulsory Education and its Prolongation . .	Fr. 5.—	*154. La formation professionnelle du personnel enseignant secondaire (deuxième édition)	Fr.
*134. XIV ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 4.—	*155. Secondary Teacher Training	Fr.
*135. XIVth International Conference on Public Education. Proceedings and Recommendations	Fr. 4.—	*156. La rétribution du personnel enseignant secondaire (deuxième édition)	Fr.
*136. Annuaire international de l'Éducation et de l'Enseignement 1951	Fr. 8.—	*157. Secondary Teachers' Salaries	Fr.
*137. International Yearbook of Education 1951 . .	Fr. 8.—	*158. XVII ^e Conférence internationale de l'Instruction publique 1954	Fr.
*138. L'enseignement des sciences naturelles dans les écoles secondaires	Fr. 5.—	*159. XVIIth International Conference on Public Education 1954	Fr.
*139. Teaching of Natural Science in Secondary Schools	Fr. 5.—	*160. Annuaire international de l'Éducation 1954 . .	Fr.
*140. L'accès des femmes à l'éducation.	Fr. 5.—	*161. International Yearbook of Education 1954 . .	Fr.

(Prices in Swiss Francs)

* Published jointly by Unesco and the International Bureau of Education.

SUBSCRIPTIONS

Bulletin of the International Bureau of Education — Quarterly in English and French — Annual subscription: 10 Swiss fr
International Education Card Index Service: 5 Swiss francs. Bulletin and Card Index Service: 12 Swiss francs.

Publications of the International Bureau of Education. All publications of the Bureau appearing in the course of the year are sent free to subscribers to the Publications Service (including the Bulletin and Card Index Service). Annual subscription: 30 Swiss fr

All subscriptions begin from January 1st.

These publications can be ordered through bookstores or from the

INTERNATIONAL BUREAU OF EDUCATION
GENEVA

Postal cheque account: L. 804

YEAR 29

3rd QUARTER 1955

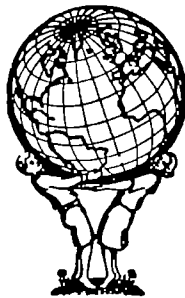
No. 116

BULLETIN

OF THE

INTERNATIONAL BUREAU
OF EDUCATION

GENEVA



UT PER JUVENES
ASCENDAT MUNDUS



GENEVA
INTERNATIONAL BUREAU OF EDUCATION

XVIIIth INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

This year sixty-five States, that is, eight more than last year, sent delegations to the XVIIIth International Conference on Public Education convened jointly by Unesco and the International Bureau of Education and held in the Palais Wilson, Geneva. The Conference opened in the presence of the respective directors of these two organizations, Dr. Luther Evans and Professor Jean Piaget.

Considering the number of States represented, and the fact that the majority of them send to Geneva high officials of their Ministry of Education who will be called upon to put into practice the recommendations voted by the Conference, these annual meetings constitute one of the most noteworthy events in the educational world.

Wishing to reflect as far as possible the geographical diversity of the countries represented and their conception of educational matters, the Conference elected the following officials: Chairman: Dr. G.A. Raadi, Ambassador, Member of the Executive Committee of Unesco (Persia); Vice-Chairmen: Dr. José Martinez-Cobo, Ambassador, former Minister of Education (Ecuador); Mr. Jesus Rubio, Vice-Chairman of the National Educational Council (Spain); Mr. Henry I. Willett, Superintendent of Schools and President of the American Association of School Administrators (United States of America); Mr. Yoshio Tanaka, Administrative Vice-Minister of the Ministry of Education (Japan); and Mr. F.T. Doudnik, Deputy Minister of Education (Ukraine S.S.R.).

The fourteen plenary meetings held from 4th to 12th July were devoted to the discussion of reports on educational progress in each country during the school year 1954-1955, and later these reports will be reproduced in the "International Yearbook of Education 1955". The Conference also discussed and unanimously voted two Recommendations, Nos. 40 and 41, addressed to the Ministries of Education and concerning respectively the financing of education (this was the first time that this important problem had been envisaged on a world-wide scale) and the teaching of art in primary and secondary schools.

The text of these two Recommendations has been communicated officially to all the governments, who have been asked to make them widely known and to put them into practice. Moreover, since no educationist can remain indifferent to the financial aspect of education, the text concerning this matter, which together with that on the teaching of art comprises 78 clauses, will be sent free of charge to anyone applying for it from the International Bureau of Education (Palais Wilson, Geneva) or from Unesco (19, avenue Kléber, Paris).

RECOMMENDATION No. 40
TO THE MINISTRIES OF EDUCATION
concerning the
FINANCING OF EDUCATION

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization, and the International Bureau of Education, and having assembled on the fourth day of July, nineteen hundred and fifty-five for its eighteenth session, adopts, on the eleventh day of July, nineteen hundred and fifty-five, the following Recommendation :

The Conference,

Considering that education authorities must dispose of adequate funds to be able fully to implement Recommendations Nos. 32, 34, 36, 37, 38 and 39, on Compulsory Education and Its Prolongation, Access of Women to Education, Primary and Secondary Teacher Training, and the Status of Primary and Secondary Teachers, as formulated and adopted by the XIVth, XVth, XVIth and XVIIth Sessions of the International Conference on Public Education,

Considering that in the field of educational financing no discrimination should be made in regard to such matters as race, nationality, sex, religion or social position,

Considering that increases in the funds required for education are inevitable, in view of the development of education at all levels, due to an increased birth rate, to the introduction or extension of compulsory education, and to the extension of adult education, and in view of the rising costs of school equipment, staff and welfare activities,

Considering that increases in public education budgets have in many cases been largely offset by inflation,

Considering that without prejudice to contributions from both public and private bodies, the main source of financing public education should be the budgets of the public authorities at different levels, as these budgets are the most stable source of financing,

Considering that peace is the basic condition of the development of education, since it is a source of wealth whereas war is a source of destruc-

tion and non-productive expenditure, and that it is therefore desirable to devote to education a portion of the funds now devoted to armaments,

Considering that well-developed systems of education have promoted economic, social and human progress in countries where such systems exist, and that the progress in these countries offers a forceful argument for further increases in the funds for education in all countries,

Considering that the rapid development of national culture and education in dependent and under-developed countries is of great importance,

Considering that countries sharing similar aims, but having different economic, financial and administrative systems, need to find varied solutions to the problem of financing education,

Submits to the Ministries of Education of the several countries the following Recommendation :

GENERAL

1. Without contesting the importance of other items, education should be given, at all times, a leading place among the financial responsibilities borne by the public authorities ;

2. The steady expansion of education requires increase of the education budget as a whole ; the creation of new services or the development of already existing services should not involve a reduction in other essential educational services ;

3. The leading place in regard to financing to which education may justly lay claim, should go hand-in-hand with the utmost care by the education services to make the best use of the funds placed at their disposal through the sacrifices agreed upon by the community ;

4. In view of the increasing importance of the financial factor in the expansion of education, it is desirable that legal provisions, whether constitutional or statutory, should make reference to the financial responsibilities for education of the public authorities at the various levels ;

5. It would be desirable to collect and publish data which might be used to inform the public of the economic, and the resulting moral and cultural, benefits of expenditure on education.

STUDY OF EDUCATIONAL FINANCING

6. In order to raise the efficiency of systems of financing education, it is desirable, where other suitable methods and procedures are not available, to set up a commission of inquiry in each country, composed of

representatives of the competent educational and financial authorities, and of the persons benefiting from education ;

7. The activities of commissions of inquiry on educational financing should cover not only current problems, but also estimates of future needs as seen in the light of present trends, quantitative and qualitative changes in education, and changes in national income and tax revenues ;

8. The findings of commissions of inquiry on educational financing should be used in (a) the preparation of the annual education budgets at the various levels of responsibility, (b) the planning of specific educational programmes with a term exceeding that of the fiscal year, (c) the drafting of all new legislation on educational financing, and (d) the preparation of all education acts and decrees involving appropriations ;

9. The work of commissions of inquiry on educational financing should give emphasis to statistical data and include consideration of the following factors : (a) economic factors, such as level of national income, natural resources, degree of industrialization, agricultural production, standard of living, and possibilities of economic development ; (b) administrative factors, such as administrative structure at national, regional, and local levels, fiscal system, and systems of financing ; (c) demographic factors, such as changes in population, changes in distribution of population as between urban and rural areas, and increases in school enrolments, in particular at primary level in countries where compulsory education is not yet universal ; (d) educational factors, such as the level of development of the educational system in regard to staffing, equipment, auxiliary and extra-scholastic services, etc. ;

10. Among the matters calling for study by commissions of inquiry on educational financing, the following appear most urgent : coordination of financing effected by the public authorities concerned with education ; simplification of the administration and control of financing ; comparison of the national system of educational financing with that of other countries ; study of those types of education urgently needing increased financial support ; estimation of future educational needs in terms of predicted fiscal resources.

FINANCIAL RESPONSIBILITIES OF PUBLIC AUTHORITIES AT THE VARIOUS LEVELS

11. Without evaluating the educational financing system of any given country, which derives from that country's administrative structure, which in turn derives from its geographical, historical, political, economic, social, and other conditions, endeavours should be made to eliminate all duplication of effort, to simplify without prejudice to efficiency the distribution of financial responsibility among the central (federal) authorities, the regional authorities (states, provinces, cantons, etc., in federal countries, provinces, departments, etc., in non-federal countries), and the local authorities (municipalities or school district authorities combining a number of communes) ;

12. In countries of large area or with sharply differentiated racial and cultural groupings, a large measure of financial responsibility for education should be given to the public authorities of the states, provinces, cantons, etc., the function of these authorities then being comparable to that of the central authorities in other countries ;

13. In deciding the part to be played by local authorities in educational financing, in relation to the central (federal) and regional authorities, due account should be taken of the degree of development and vigour of local activity, and of the resources available to local authorities for meeting the financial and other responsibilities envisaged for them ; the central authority should concern itself with a just distribution of the funds available for education in each district, so as to ensure each citizen the full exercise of his right to education ;

14. In countries where financial responsibilities are distributed among the public authorities at the different levels, it is desirable that with a varying amount of support from the central (federal) and regional authorities, local authorities should mainly be made financially responsible for pre-primary and compulsory education, and auxiliary services, and (especially where the local authorities are of adequate size) for other kinds of educational expenditure ;

15. Where financial assistance is provided by a higher authority to local authorities, such assistance should be based on the principle that assistance should be higher in the case of local or regional authorities whose economic or tax-paying ability is low, and vice versa ;

16. The financial control exercised by the several public authorities over the various categories of schools and educational activities they finance, should be rationalized and simplified as fully as possible, and should never be allowed to impede the operation, efficiency, and development of educational work.

FINANCING THE SEVERAL LEVELS OF EDUCATION

17. Although the public authorities generally attach less importance to pre-primary education, their attention should be drawn to the increasingly heavy responsibilities they will be called on to bear in this field, due account being taken of the rights and duties of the family ;

18. In countries where compulsory primary education for both sexes is not yet effectively universal, priority should be given to the capital and operational expenditures involved, so as to make it universal as rapidly as possible ;

19. The attention of the public authorities of all countries needs urgently to be drawn to the financial implications of the growing movement towards equality of access to secondary education without discrimination

as to race, sex, social position, or religion ; all the evidence seems to indicate that secondary enrolments will reach the level of primary enrolments, by a date varying from country to country ;

20. In view of the quantitative and qualitative development of technical and vocational education (involving increasingly advanced specialization) and of the high cost of the equipment required, there is every reason to believe that expenditures on this type of education will increase ; inasmuch as the structure of technical and vocational education is still fairly elastic in certain countries, it is now the time to envisage (a) coordination of that structure with that of primary, secondary, and higher education, (b) efficient planning of the financing of technical and vocational education by the central (federal), regional, and local authorities, (c) coordination of the financing effected by Ministries of Education on the one hand, and non-educational Ministries on the other, and (d) an increase of voluntary assistance from private quarters, which thanks to the development of technical and vocational education have now been largely relieved of responsibility for apprenticeship training ;

21. Since universities in all countries are facing additional expenditures because of increased enrolments, additional specialized courses, the need for modern equipment in certain departments and faculties, the expansion of scientific research, and the introduction of new methods, such as seminars, which involve an increase in staff, additional funds should be supplied to the universities from public authorities, without prejudice to the increasing trend toward the autonomy of these institutions in certain countries ;

22. All countries, in particular those in which compulsory education is not yet universal, are being called on to bear increased burdens in respect of teacher training, arising from the increase of primary enrolments and the resulting shortage of teachers, and the need for longer and more thorough programmes of teacher training ; primary teacher training is most affected, but steps should nevertheless be taken at once to make plans for expanding the training of teachers for secondary and technical and vocational schools ;

23. Public authorities should give financial support, both directly and through other organizations working in the field, to the establishment and development of adult education programmes, already being developed in some countries in the form of literacy and fundamental education campaigns linked up with the universalization of compulsory education, and in other countries as part of post-primary cultural education schemes which will gain in importance and be increasingly demanded as working hours diminish ;

24. The education of handicapped children (mentally deficient, blind, deaf-and-dumb, backward, physically handicapped, socially maladjusted children, etc.), should receive adequate financial support from public authorities, and there should be close coordination between these authorities and the various public and private bodies engaged in this field in certain countries.

•

FINANCING SPECIFIC CATEGORIES OF EXPENDITURES

25. The unavoidable necessity of ensuring teachers living conditions worthy of their mission, and the increased need for teachers at all levels of education, will necessarily accentuate the increase of operational costs; while a better organization (of secondary, and technical and vocational education, for example) may effect some economies, it is nevertheless evident that delay in considering the whole problem of increasing expenditures on the recruitment and salaries of teachers will merely retard and impede the solution of that problem;

26. The increase of enrolments at all levels, new educational, hygienic, and technical demands in respect of buildings and equipment, and the steadily rising cost of materials and labour, will call for a series of emergency measures based on sound statistical data and embracing among others: (a) simplification and standardization of plans for school buildings and equipment, (b) the drawing up of school building programmes where need be in the framework of long-term economic and social development plans; (c) appeals and loans to implement these programmes, and (d) assistance in money or kind from private sources;

27. The public authorities should set up and develop such services as school meals and clothing services, scholarship schemes, excursions and holiday camps; they and the private bodies concerned should coordinate their work in these fields, in order to secure satisfactory distribution of the available resources.

SPECIAL MEANS OF FINANCING EDUCATION

28. The execution of large-scale programmes of school construction, and of plans involving, for example, literacy and fundamental education campaigns, can be accelerated if, in addition to the ordinary budgets, the responsible public authorities provide special funds or extraordinary budgets for financing such programmes or plans;

29. The drawing up of plans for financing education, the term of which exceeds that of the financial year (five-year plans, for example), seems to be necessary in connection with the planning of programmes; gradual realization over a number of years makes a rationalization and coordination of efforts possible such as could not be hoped for with programmes which have to be completed within twelve months;

30. It is desirable to resort, where appropriate, to loans for financing capital expenditures (school building, repair, equipment, etc.); this system permits the financial charges to be spread over a number of years and enables the coming generations to share in paying for improvements in which they will benefit; while the higher authorities should authorize and control the use of loans, they should also facilitate the negotiation of such loans on advantageous terms;

31. From the financial point of view, in those countries where some educational establishments are under non-educational Ministries or Departments (of Labour, Public Works, the Interior, Justice, Public Health, etc.), it is desirable that close coordination should be instituted among all the authorities responsible for financing ;

32. In those countries where some specific categories of educational expenditures (school building, for example, or school meals or medical services) are under non-educational Ministries or Departments, the same close coordination should be set up among all the authorities involved.

SOURCES OF EDUCATIONAL APPROPRIATIONS

33. In most countries funds for financing education derive from general receipts, especially in the case of central authorities, and regional authorities in federal countries ; it might nevertheless be useful to note that some countries have recourse to special taxes (on property, sales, tobacco, liquors, etc.), particularly at local level ;

34. As part of the movement to extend free education, the abolition of enrolment, examination, and certification fees for all kinds of education may well be envisaged ;

35. Collections, gifts of materials, festivals, sport events, school cooperatives, aid from parents' associations, etc., are all useful aids to financing certain educational expenditures, and are of special value at the local level.

PRIVATE INITIATIVE AND EDUCATIONAL FINANCING

36. In certain countries where compulsory education has not yet been universalized, substantial commercial, industrial, mining, and agricultural undertakings are required to assist with the financing of compulsory education from their own resources ; this requirement appears to find its main justification in isolated areas or places situated at great distances from centres operating public schools ;

37. The immediate beneficiaries of certain educational programmes should, whenever possible, actively assist in their implementation ; the press and publishers, for example, might assist in literacy campaigns and industrial undertakings in the promotion of technical and vocational education ;

38. Appropriate means should be found (publicity for donors, for example) to foster and encourage bequests and gifts from private sources, for such purposes as school building, sites, scholarships, and the establishment of endowments for research ;

39. In countries where the public authorities deem it desirable to raise the standard of independent educational establishments through the grant of assistance in money or kind, the following considerations, due account being taken of the diversity of the problems involved, merit attention : (a) without prejudice to the rightful independence of a private service, independent educational establishments receiving public aid may reasonably be asked to give certain minimum guarantees in respect of the standard of their buildings, equipment, materials, and teachers' qualifications and salaries ; (b) the various steps taken to assist independent educational establishments should be coordinated, whether such steps take the form of grants and subsidies, free equipment and materials, teachers seconded from the public service, free provision of school materials, medical attention, transport of pupils or public provision of welfare services, etc.

AID FROM INTERNATIONAL SOURCES

40. While all thanks are due to the international, regional, and national bodies responsible for the increased aid given to educational activities in certain countries, it is nevertheless desirable to remind all such bodies that even more aid is urgently required, either by increasing the proportion which is to be given to education in the United Nations Technical Assistance Programme, or possibly by the creation of an international fund for education ;

41. For financing projects such as school building, literacy and fundamental education campaigns, aid from foreign international or national sources can perhaps most usefully be offered in the form of loans or subsidies ; other forms of aid, however, are also of very great value, whether technical (the dispatch of experts on missions, seconding of teachers, organizing of conferences and seminars, grant of scholarships and fellowships, etc.) or made in kind (school equipment and materials, scientific and other books, food for school meals services, etc.) ;

42. National isolation in regard to educational matters is now almost a thing of the past, thanks to the scholarships offered by international and national bodies to the citizens of all nations, and the aid given from external sources to educational establishments in certain countries ; the coming of the spirit of worldwide cooperation to which this fact witnesses has an important bearing on the financing of education, and will strengthen the cultural linking-up of different nations and civilizations.

RECOMMENDATION No. 41
TO THE MINISTRIES OF EDUCATION
concerning the
TEACHING OF ART
IN PRIMARY AND SECONDARY SCHOOLS

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization, and the International Bureau of Education, and having assembled on the fourth day of July, nineteen hundred and fifty-five, for its eighteenth session, adopts on the twelfth day of July, nineteen hundred and fifty-five, the following Recommendation :

The Conference,

Considering that art education, which makes an appeal to so many of the child's activities, provides an important means of aesthetic, intellectual and moral education, and enables the teacher to find out what the child is thinking and feeling and to discover his artistic aptitude,

Considering that, in the pursuit of learning, the pursuit of a profession, and the enlightened use of leisure, the skill and understanding acquired by studying art encourage the appreciation of beauty in nature, life, production and art,

Considering that art is an educational factor necessary to the all-round development of personality, and an important means to a deeper understanding of reality,

Considering that the multiplication of images, through photography, books, advertisements, films and television, to-day represents an advance as important as was the invention of printing, and that the visual education of children should therefore be more widely developed so as to guide their thinking, cultivate their taste, and prevent their awareness from being blunted by vulgarity and ugliness,

Considering that the visual arts, as well as the other arts, can make a contribution to confidence and understanding among mankind,

Submits to the Ministries of Education of the several countries the following Recommendation :

1. Art, that is to say, drawing, painting, modelling and other similar activities, should be taught in all primary schools ; it should have its place as a subject in its own right and as a means of expression, and should contribute to the teaching of other subjects.
2. Art, as a subject in its own right, should be compulsory in most classes in secondary schools, and optional for the rest.
3. Whether compulsory or optional, art should be coordinated with other subjects in the curriculum and with other school activities ; this should be done whether or not the various subjects are taught by the same teacher.
4. So as to give the most gifted pupils opportunities of developing their aptitudes, and to make the study of art more attractive, it is desirable that a supplementary course with a flexible programme be provided for such pupils from different classes.
5. Because it is a valuable means of education in itself and because of its importance as a means of teaching skills, art should be regarded as of equal importance with other subjects.
6. When drawing up time-tables, adequate time should be given for art as a subject in its own right.
7. Since arts demands individual rather than group teaching, art classes should be small enough to enable a teacher to give attention to individual pupils.
8. In drawing up the syllabus for art and in deciding on the choice of methods, the aims of teaching the subject should constantly be borne in mind ; the following aims should especially be taken into account : (a) educational aims : the cultivation, for example, of observation, imagination, expression, self-control, the capacity for sustained work, and the ability to cooperate with others in group undertakings ; (b) cultural aims : for example, the formation of taste, and the encouragement of an understanding of works of art and of a respect for them ; (c) practical aims : the acquisition of skills useful in school, in everyday life, and for professional purposes ; (d) aims relating to the study of children : to find out what children are thinking and feeling from a study of their work ; (e) social aims : to foster an understanding of the worldwide significance of art through an interest in and respect for the art of other countries, big or small, and to contribute to bringing up the rising generation in the spirit of peace and of humanity and friendship among the nations.
9. An important place should be given to the systematic teaching of the theory and practice of techniques, but the subject should be dealt with in such a way that the pupils' activities are related to the needs of everyday life.

10. The various stages of the mental growth of the young child and of the adolescent, as well as their interests, should be taken into account in elaborating the art syllabus and teaching methods.

11. In the use of methods and the choice of subjects to be set, exercises to be carried out, and materials to be used, the teacher should be free to relate the work to local conditions and to the aptitudes and requirements of each pupil.

• 12. Encouraging children to find their own form of expression by means of free drawing, painting, modelling, and other similar activities is a valuable method of teaching.

13. The teaching of art should derive inspiration from artistic traditions both in the country as a whole and in the locality concerned.

14. In the secondary school, the appreciation of works of art and the history of art should be included in the curriculum; the teaching of the history of art should pave the way to an understanding of the evolution of art as being part of the development of civilization in each age.

15. It is recommended that all post-primary schools should have specialist studio-workshops for art and crafts.

16. It is much to be desired that, especially in primary schools, the equipment and materials required for art should be supplied free of charge by the school authorities or other bodies; materials obtainable locally should be used as far as possible.

17. Textbooks and all literature for boys and girls should be regarded as potent influences in the teaching of art; binding, paper, typography and illustrations should combine both to cultivate and to satisfy the pupil's taste and sense for design.

18. It is recommended that the responsible authorities should supply such reproductions, casts, slides and films as may be required for the teaching of art; school libraries should contain a useful collection of books on art, both on history and appreciation and on techniques which the pupils can themselves put into practice.

19. The school should in itself provide an environment characterized by good taste and artistic understanding; this especially applies to the school building, the playgrounds and gardens, the internal planning of the school, its furniture, and the attention given to maintenance.

20. So far as possible, the pupils themselves should play a part, either individually or in teams, in the maintenance and decoration of the school, and in creating the setting for school festivities.

21. The growth of artistic appreciation on the part of boys and girls will be greatly facilitated by their familiarity with local resources, such as art galleries and museums, buildings of artistic and architectural interest, private collections, local crafts and industries, and popular and

folk art, and with the beauties of nature, as well as by occasional visits to special exhibitions, films and other such events.

22. The formation of circulating collections of reproductions and of original works of art for schools of various kinds should be encouraged.

23. It is desirable to request the education authorities to examine ways of providing schools with television sets, and thus of giving art teachers even in the least favoured areas an excellent teaching aid ; such provision would also facilitate the organization of correspondence courses for children and adults living at a distance from the centres of artistic culture.

24. Like other mass media, the universal use of the cinema, which is undeniably a means of artistic expression, imparting news, and impressing ideas, sets teachers a problem to which great attention must be given ; it is desirable to use the appeal of the cinema to children for good ends, and it will in fact be so used if care is taken during and after schooling to train their judgment and taste in respect of films.

25. Not only should exhibitions of children's work be held in their own locality or country, but such exhibitions should be exchanged between one nation and another.

26. The responsible authorities should pay special attention to the pupil who is artistically gifted and ensure that he receives the best advice and takes the most suitable course of study.

27. In view of the general character of primary education and the close links between the various subjects, it is desirable that art should be taken by the class teacher.

28. Secondary school art teachers should be selected not only for their artistic and technical capacity, but also because of their teaching ability and experience.

29. The artistic outlook of the future primary school teacher should be a matter of real importance ; practical instruction in art and the teaching of the history and appreciation of art, and penmanship, should be included in the curriculum of the training college.

30. Secondary teachers of art should have training equivalent to that of their colleagues teaching other subjects, and the same status, standing and privileges.

31. In both primary and secondary teacher training great importance should be attached to psychology, particularly the psychology of spontaneous expression in children.

32. The buildings, interior planning and furnishing of training colleges should be such as to create an artistic environment for the future teacher ; visits to buildings of architectural and artistic interest, and to exhibitions, including those of childrens' work, will serve to enhance the student's usefulness as a teacher.

33. Collections of children's work from the infant school to the latest stages should be formed for exhibition in training colleges in order to illustrate methods of teaching art, both old and new ; children's work from other countries should be included ; there is also the fact that these collections would provide a source for the circulating schemes described above in clause 22.

34. It is desirable that the teaching of art should be subject to the advice of artistically qualified organizers or specialist inspectors ; if this is not possible, the inspectors or advisers concerned should do their best to appreciate the requirements of art teaching and to encourage its development as far as possible.

35. Conferences and refresher courses, both at home and abroad, should be encouraged in order to help teachers of art to perfect their knowledge of their subject, to keep up-to-date with the various outlooks which are encountered in the teaching of art, and to exchange views on all matters of common interest.

36. It is very desirable to grant in-service teachers travelling and practical training scholarships, so as to give them opportunities of making a first-hand study of historical monuments, contemporary works of art, and teaching methods abroad.

I. THE EDUCATIONAL WORLD

The International Bureau of Education will be grateful to all editors of journals willing to collaborate in its work of providing educational information on an international scale by reproducing the news items which they find particularly interesting.

ARGENTINA

Teaching of Religion The General Directorate for Religious Teaching of the Ministry of Education has been abolished. The teaching of religion in both primary and secondary schools is now optional and not subject to examinations. Moreover, the appointment of teachers of religion and the approval of the curricula for this subject, formerly in the hands of the ecclesiastical authorities, will in future be the prerogative of the government. *IBE — 379.75 — 377.1 (82)*

Art School for Children As a result of experiments in art teaching carried out in the primary schools of Buenos Aires during the past few years, the department of the Ministry of Education dealing with teaching in this city has approved the plan for the construction of an art school for children. *IBE — 375.72 (82)*

AUSTRALIA

Social Service Leagues In order to foster the ideals of helpfulness and unselfishness in schools, head teachers in the state of Victoria are urged to form social service leagues in their schools. The primary object of such leagues is to help those in need, but, if head teachers wish to broaden the scope of activities, it is suggested that they should encourage children to correspond with children overseas and exchange ideas on social service. *IBE — 377.3 (94)*

State Schools' Peace Service Fund The State Schools' Peace Service Fund appeals in Western Australia have been concentrated during the present school year on the needs of the Red Cross Society and on helping the United Nations appeals for distressed children. From 1940 to 1946, the efforts in connection with the State Schools War Service Fund brought in £ 33,000. Since the transformation of this fund in 1947 into a peace service, collections in the schools have amounted to nearly £12,000, exclusive of the gifts sent directly by the schools. *IBE — 377.3 (94)*

Teachers' Vacation Courses A vacation school in visual education was organized in Melbourne, from 9th to 20th May, 1955, for teachers wishing to complete the practical work required for the Certificate of Competency in Visual Education. A similar school for teachers wishing to qualify for the Teacher's Certificate in Woodwork was held in Richmond, from 16th to 20th May, 1955. *IBE — 371.13 (94)*

Arbor Day The choice of the date of "Arbor Day" in Victoria was left to the head teachers and school committees to enable them to select the time of planting suitable to the species of trees to be planted. All trees for planting in school endowment plantations are provided free of charge through the Education Department. *IBE* — 371.384 (94)

AUSTRIA

A Week in Vienna for Young Foreigners Young people of both sexes from other countries were invited by the Ministry of Education to spend a week in Vienna during the summer period, between 17th July and 17th September, 1955. The programme planned was the same for each of the nine weeks and included visits with a guide, lectures and excursions. The young visitors were accommodated in the youth hostel. *IBE* — 371.87 (436)

Campaign Against Harmful Illustrated Periodicals A campaign to arouse public opinion and to suppress harmful literature for young people was recently launched by the *Buchklub der Jugend* association with the help of the Ministry of Education. Lantern lectures were organized and special meetings for the information of parents. Twenty-five thousand guide-books to children's literature were distributed in the schools and a pamphlet published for parents. A circulating service of albums was also inaugurated, each album containing illustrated extracts with comments by experts. *IBE* — 371.8 (436)

BRAZIL

New University A university has been established at Fortaleza, the capital of Ceará state. The new institution will enjoy the academic, financial and administrative autonomy laid down by law and will comprise the following faculties: law, pharmacy and odontology, agriculture and medicine. *IBE* — 378 (81)

CANADA

Broadcasting and Adult Education For the past ten years, special rural broadcasts have been used as aids in the education of the rural population. These broadcasts, which are under the patronage of the Canadian Broadcasting Corporation, the Canadian Association for Further Education and the Canadian Federation of Agriculture, have a four-fold object: to encourage cooperation among the rural population, to enlarge the intellectual horizons of country listeners, to aid in improving their living conditions, and to train them to become well-informed citizens. *IBE* — 374 — 371.372 (71)

School Fair Days Annual "School Fair Days", organized by the Women's Institutes, are now a regular feature in almost every county of the province of Quebec. Each spring, every child willing to take part in the competition and to cultivate a small plot of ground is provided free with a collection of ten common varieties of vegetable and flower seeds by the provincial Department of Agriculture. Extension workers from the

Department judge the plots during the growing season. In the autumn, the produce of the children's plots is brought to a central place to be judged as a "fair". Sections for cooking, sewing, woodwork, art, etc., are often added; at one "fair" in 1954 there was also a pet show. *IBE* — 371.384 — 311.388 (71)

Second "International Summer University" The second "International Summer School" was held at Caledon Hills Farm, not far from Toronto, under the auspices of the World University Service. As in 1954, the purpose of this meeting was to give students from other countries an opportunity of examining and discussing the problems and the characteristics of life in Canada with Canadian students and professors. *IBE* — 378.81 (71)

CHILE

Agricultural Education Transferred to Ministry of Education Eight agricultural schools which were controlled by the Ministry of Agriculture have been transferred to the jurisdiction of the General Directorate of Agricultural, Commercial and Technical Education of the Ministry of Education. The teaching in these schools is divided into three stages, the first two of which each cover two years of general studies and one year of specialization, while the third stage is a three-year study course. *IBE* — 373.52 (83)

CZECHOSLOVAKIA

Higher Agricultural Education Higher agricultural studies extend over five years in Czechoslovakia, the theoretical studies being supplemented by practical experience at the end of each academic year. At Prague there are faculties of agriculture, economics and mechanisation; at Brno and Nitra, faculties of agriculture and animal husbandry; at Košice, a faculty of veterinary science. For the past few years correspondence courses have been organized for older workers with a long practical experience of agriculture who hold the leaving certificate of the secondary school. Once a month for five years they have to attend lectures, exercises and examinations, and after successfully completing their studies they are promoted to the rank of agricultural engineers on the same footing as those who have followed the regular courses. *IBE* — 378 — 374.4 (437)

FINLAND

Local School Boards The various primary schools in Finland are administered by a local school board, six members of which—the majority being parents of the pupils—are appointed by the municipal council, while the seventh is a representative of the teachers. *IBE* — 379.3 (471)

FRANCE

Supplementary Credits of Sixty-five Millions for School Building The decree of 20th May, 1955, defining the programme of supplementary credits for the building and equipment of school and university premises makes the following allocations: 28 milliard French francs for

primary education, 15 milliards for secondary education, 20 milliards for technical education, and 2.4 milliards for higher education. *IBE* — 371.6 (44)

Sociological Study on Primary Teachers The Sociological Study Centre of the National Centre for Scientific Research, in Paris, has undertaken a sociological inquiry relative to men and women primary school teachers of the Seine Department. These teachers have been asked to reply to a questionnaire containing 28 questions, with a view to finding out the difficulties encountered by persons wishing to teach in primary schools and the obstacles they have to overcome in order to give their children the best possible chance in life. *IBE* — 37 P — 371.15 (44)

For the Benefit of Schoolchildren in Isolated Farms or Hamlets Proposals have been made for a law providing maintenance grants for children living on farms or in hamlets where there is no school when the parents are obliged to board them out in neighbouring parishes. The grants would be similar in amount to those already awarded to pupils taking further education courses. *IBE* — 379.67 (44)

Role of Guidance in Secondary Schools A circular issued by the director general of secondary education stipulates that no pupil may leave the secondary school during the normal schooling period without having been given clearly expressed and detailed guidance on his proposed career. Whenever there is an opportunity, the headmaster of the school must arrange for such guidance to be given by providing the family with relevant information, or even by seeking information himself and directly intervening with the establishment to which the pupil will proceed. Thus, from the end of the second term, it may be necessary to give families advice which will enable them to think over and decide on a career from the many possibilities open to their children. *IBE* — 377.392 (44)

Education at 18 months for the Born-blind In 1952, the Paris School for Child Care opened a "Sunshine Garden" for children of pre-school age who were born blind, where they can begin to be trained from the age of 18 months. They attend the "Garden" for five days a week, from 9 a.m. to 6 p.m. The training given has a three-fold aim: the conquest of independence (psycho-motor education), the discovery of the external world (psycho-sensory education), and the acquisition of a social bearing. The education of blind children at a very early age is considered to be of primary importance for their normal development. *IBE* — 371.911 (44)

Educational Broadcasts Each week the French broadcasting corporation broadcasts a special programme for class teachers on recent gramophone records which have come to the notice of the specialist commission connected with the Ministry of National Education, commenting on the artistic, educational and technical qualities of each record and specifying the age of the pupils for which it is most suitable. *IBE* — 371.372 (44)

A Convalescent Centre for Women Teachers A second convalescent centre for women has been opened at the Maison-Lafitte, near Paris, by the *Mutuelle générale de l'Education nationale*. Women teachers,

teacher trainees and professors sent to the centre may continue their studies which were interrupted through illness or prepare for higher education. A director of studies is responsible for organizing the university life there with the cooperation of secondary school teachers brought in for the purpose. *IBE — 378.9 (44)*

Campaign for Friendship at School Pupils of various public educational establishments have been invited to send, either collectively or individually, French essays, drawings and work of different kinds, to the "Friendship Crusade". The principal of each establishment has been asked to add a note to each despatch certifying that the behaviour and friendly attitude of the author of the work is exemplary. Regional and national awards will be made. *IBE — 377.21 (44)*

No Correlation between Apprenticeship and Trade Openings Out of a hundred young girls attending apprenticeship centres, 64 hope to find employment in needlework, dressmaking and millinery trades, 21 in office work, 7 in domestic work of various kinds, 6 in industrial trades, and 2 in hairdressing. The latest data concerning the labour market, however, shows that the possibility of openings is more or less in the reverse order. *IBE — 377.94 (44)*

GERMAN FEDERAL REPUBLIC

Free Schooling Free schooling is to be introduced gradually in Lower Saxony. In 1955-1956, only 80% of the present school fees will be charged, in 1956-1957, 60%, then 40% and 20% respectively in the two following years. Thus by 1959-1960 no school fees will be charged. *IBE — 379.62 (43)*

A Quarter of the Number of Primary Teachers are Refugees Of the 127,000 primary school teachers in the German Federal Republic (excluding Hamburg and Bremen), 31,000, or nearly a quarter of the total number of such teachers, are refugees, this proportion being considerably higher than that of refugees in general in relation to the rest of the population. *IBE — 371.1 (43)*

Primary Teachers' Studies The commission appointed by the study group of the evangelical academies has recommended that the educational studies of future primary teachers should cover four fields: (1) educational sciences (philosophy, psychology, sociology); (2) study of the cultural values on which primary education should be based; (3) artistic education and physical education; (4) professional training. The commission also recommended a minimum of three years' studies at university level, with a curriculum sufficiently adaptable to enable the students to examine thoroughly certain problems of their own choice and to take part in recreative and artistic activities. *IBE — 371.12 (43)*

Montessori Education The German Montessori Society is organizing anew a one-year introductory course on Montessori education, leading to a diploma. The course covers child psychology, the theory of the Montessori method, and a theoretical and practical introduction to Montessori teaching material. *IBE — 373.32 (43)*

New Aptitude Test "Reflection Exercises" (*Aufgaben zum Nachdenken*) is the title given to a new aptitude test drawn up by the *Hochschule für Internationale Pädagogische Forschung* for pupils in the 4th and 5th school years. This test, which has already been tried out with a large number of children, is considered suitable for supplying useful supplementary information when directing pupils towards certain courses of study, and makes it possible to obtain a general picture of the aptitudes of 5th year pupils in the various types of schools now in existence. *IBE* — 371.263 — 377.922 (43)

Central Vocational Schools A decree promulgated on 15th January, 1955, in North Rhine-Westphalia, provides for the establishment of regional central vocational schools for apprentices of certain trades when there are not sufficient pupils in any given locality to justify the opening of classes for them. The regulation states that the apprentices must follow a full-time course for twelve weeks each year. *IBE* — 373.7 (43)

Adult Education The small industrial town of Marl, in the Ruhr, has recently opened a popular education centre "*Die Insel*", the first to be built in Germany since 1945. Intended to cater for all the existing activities connected with adult education, it welcomed 115 different work groups during the first semester of the year 1954-1955. The centre houses numerous laboratories, workshops and rooms for various activities such as chemistry, photography, bric-a-bracs, bookbinding, archives, music, and gymnastics, as well as a library of 7,000 volumes and a lecture and cinema hall. *IBE* — 374.6 (43)

Children's Literature A study course on children's literature was recently held in the Château de Mainau, near Constance, during which the following questions were examined: What are young people reading to-day? What part does literature play in the formation of ideals and what are the characteristics of good literature? Do illustrated periodicals, the cinema and the radio destroy young people's interest in literature? *IBE* — 371.861 (43)

HONDURAS

University Book Institute The national assembly has decided to establish a book institute at the University of Honduras. Its function will be to ensure the publication and diffusion of literacy and scientific works, to work for the improvement and the development of publishing in Honduras, to bring down the price of books printed in the country and facilitate the importation of foreign books, and to encourage the organization of public libraries, etc. *IBE* — 378 — 374.2 (728.3)

HUNGARY

Study Scholarships and Social Aid Scholarships The Ministerial Council has published new regulations concerning the scholarships awarded to students in the higher schools and at the universities. Some students will in future receive study scholarships and others social aid scholarships. The latter will cease to receive any benefit if they fail to follow the com-

pulsory courses or to pass their examinations within the prescribed time limit. *IBE* — 379.67 (439)

INDIA

Compulsory Education In Bombay state free schooling has been introduced up to the fourth standard whereas a fee, ranging from 8 annas to Rs. 1-8-0, is still levied in the upper primary classes. Education in Coorg has been made free up to the middle school stage (i.e. from standard I to form III—eight years' schooling). *IBE* — 379.62 (54)

Basic Education The central Ministry of Education in India has sanctioned a credit of Rs. 272,800 in favour of the West Bengal government for the conversion of 54 existing schools into basic schools during 1954-1955. In the state of Bhopal, a new building for the training college is under construction at Sehore. When completed it will have an intake of 100 teachers per year for basic schools. In Bihar state several six-weeks' training courses in crafts for secondary teachers have been organized. Craft instruction is to be introduced in all new schools in Hyderabad as well as in many existing schools and facilities for training 230 teachers of general education schools in crafts are therefore being made available in technical schools. *IBE* — 370.9 — 371.12 (54)

Janata Colleges During the latter part of 1954, several Janata Colleges were opened in various parts of India: three in Uttar Pradesh, and one in each of the states of Bihar, Delhi, Hyderabad and Mysore. The objective of these colleges is to train rural youth for positions of leadership. *IBE* — 374 — 371.19 (54)

Accelerating Reform of Secondary Education In connection with the Five-year Plan of Educational Development, a sum of Rs. 68,571 has been sanctioned by the central Ministry of Education to enable sixteen teacher training institutions to implement approved research projects in secondary education. *IBE* — 373 (54)

Higher Education Development Shri Venkateswara University, the 31st university to be established in India, was recently opened in Tirupati in Andhra state. In July, 1955, the geo-physical research institute of Allahabad University, considered to be the largest in Asia, opened its doors. It will offer post-graduate courses in electronics and radiophysics. An institute for study and research in public administration, attached to the Department of Political Science and Public Administration of the Patna University, has been established. *IBE* — 378 (54)

Rural Higher Education An international committee of experts, consisting of three Indians, one American and one Englishman, has been appointed by the government of India in collaboration with the Ford Foundation to recommend a sound policy of rural higher education in India. It will undertake a careful study of existing institutions and of experiments being carried out with the idea of developing rural universities. *IBE* — 378 (54)

INDONESIA

Faculty of Education Established

According to a communication of the Ministry of Education in Indonesia, a faculty of education is being opened at Tondano, Minahasa, on 1st September, 1955. Studies will last for four or five years and will deal with the following subjects: pedagogy, physical education, languages and literature, cultural history, mathematics, physics, and legislation on economics. The new institution will be the first of its kind in Indonesia. *IBE* — 371.124 (92)

ISRAEL

Intensive Training of Teachers and Administrators

Two years ago the first of the *Ulpans* (intensive Hebrew schools preparing the adult immigrant "intelligentsia" for teaching and public life in the State of Israel) was founded in a suburb of Jewish Jerusalem near a large transit immigrant camp. Its success has led to the founding of fifteen other similar schools in the towns and large villages and in some of the collective agricultural settlements scattered throughout the country. The course lasts from six to nine months, according to the progress of each person. Both board and tuition are free but the students are expected to reimburse the cost of their board, assessed at a very moderate rate, when they have obtained a permanent post. In the collective settlements the students spend part of their time working on the land. *IBE* — 374.6 — 371.97 (569)

LEBANON

Experimental Education

Textbook reform goes hand-in-hand with psychopedagogical research. Several tests in connection with this reform have been carried out, not only at the primary normal school in Beirut, but also in a large number of primary and secondary schools in the neighbourhood. An attempt is being made to improve the quality of the teaching staff, and also to contribute to the vocational training of adolescents. *IBE* — 371.263 (568)

LUXEMBURG

Baccalaureate Required for Teacher Training

A draft law submitted to the legislative authorities would substitute an entirely new system of teacher training for the system at present in force. In future, teacher trainees will be required to have specialised professional training after completing their secondary studies. *IBE* — 371.12 (44)

MEXICO

Cultural Leaders

The Board of Trustees of the Mezquital Valley and the Literacy Institute have organized a course for the training of "cultural leaders". The persons selected will be native teachers born in the valley who will be responsible for the education of the 2,500 children belonging to the district's fifty communities. *IBE* — 371.19 — 379.635 (72)

**Manufacture
of Educational Games**

The General Directorate of Audio-visual Education at the Ministry of Education has acquired the equipment necessary for the manufacture of educational games which will be distributed to the schools. *IBE* — 371.382 (72)

NETHERLANDS**Road Safety Teaching**

In collaboration with the society for the prevention of road accidents (*Verbond voor Veilig Verkeer*), the Ministry of Education contemplates introducing a course on traffic regulations into the teacher training curriculum. At the same time, a committee has been appointed to examine the possibilities of introducing similar studies in the secondary schools. *IBE* — 375.831 (492)

New School of Applied Art

A school of applied art, to be known as the "Artibus Academy", is to be opened in October, 1955, at Utrecht. To begin with the school will only have two sections: (a) designing for advertising; and (b) furnishing and interior decoration. The course will be a five-year one ending in a State examination. *IBE* — 373.5 (492)

NEW ZEALAND**Inter-school Visits**

For the past four years an experiment in educational exchanges has been attempted between a Wellington suburban school and several country schools. While two groups of pupils from the capital spend a week, preferably in the spring, in a sheep breeding or a dairying district, the country children have an opportunity of getting to know the capital, visiting the port, etc. The opening of new vistas for the children, enriched vocabularies, a better understanding of the functions of local bodies, an appreciation of the work, interests and problems of others, and the forming of new friendships are some of the noteworthy results of such exchanges. *IBE* — 371.257 (931)

**School Time-table and
Weather Conditions**

The amending regulation of 1954 to the Education (School Attendance) Regulations, 1951, provides that when, in the opinion of the head teacher, the weather conditions are such as to make it clearly desirable in the interests of the pupils to depart from the usual school hours, the lunch hour could be curtailed by up to half an hour and the school closed for the day correspondingly earlier. *IBE* — 371.244 (931)

**Teaching of
Artificial Respiration**

The Physical Education Branch of the Department of Education has recently been encouraging the teaching of artificial respiration to schoolchildren as from the beginning of their secondary education, regardless of whether they can swim or not. It is felt that at this age they can learn the techniques of the Holger Nielsen method quite readily, and can render valuable service in case of accidents. There have already been several instances of life-saving by children through their knowledge of this method of artificial respiration. *IBE* — 371.831 (931)

NORWAY

Art in the Classroom More than 1,000 schools have already benefited by the services of the "Art in the Classroom" (*Kunst i Skolen*) organization formed in 1948. Since that date it has distributed more than 2,000 lithographs and many more folders of colour prints to schools, arranged art appreciation lectures and seminars for school teachers, and published a series of handsomely illustrated study guides containing suggestions on methods of developing art appreciation. There are four categories of membership in "Art in the Classroom": (a) schools, (b) teachers' groups, (c) museums and libraries, and (d) private individuals. *IBE* — 375.72 (481)

PAKISTAN

For the Development of Rural Communities Ten officials (five from East Pakistan and five from West Pakistan) have followed a course in fundamental education at the Patzcuaro Centre, Mexico, and then had practical experience in villages in Mexico, Puerto Rico, Jamaica, and Turkey. After a year of specialisation in adult education, craft work, agriculture, horticulture, and rural development planning, they have returned to their own country where they will be employed to train rural leaders in their respective provinces. *IBE* — 370.9 — 371.19 (549)

School for the Blind The first school for the Blind is to be opened shortly at Manipur, near Dacca; the cost of its construction is being met by the Rotary Club of Dacca. *IBE* — 371.911 (549)

Vocational Training School The government of Pakistan, with help from the International Labour Organization, has opened a vocational training school near Hyderabad, in the province of Sind, for young men wishing to learn how to handle mechanical excavators and other types of similar heavy equipment. When trained the young men will work on the conversion of thousands of acres of desert into arable land. *IBE* — 373.5 (549)

PERU

Qualifications Required of Primary Teachers In order to enforce the regulations requiring teachers in private schools to have the same qualifications as those in public schools, the directors of independent educational establishments must register the appointment of all their teaching staff with the Ministry of Education. *IBE* — 379.4 — 371.1 (85)

SPAIN

Ministry Educational Guidance Centre An "educational guidance centre", composed chiefly of primary and secondary school inspectors, has been established at the Ministry of National Education. Its chief purpose is to give advice and to furnish information on the official curricula and the supplementary instructions on teaching methods, on books dealing with educational sciences, and on children's literature, etc. *IBE* — 37 L (46)

Twenty-fifth Anniversary The Federation of the Friends of Teaching recently celebrated the twenty-fifth anniversary of its foundation. Among the successes to its credit are the publication of a collection of educational books and of the monthly journal *Atenas*, the establishment of a higher teacher training college, and the annual organization of an educational study week. *IBE* — 37 P (46)

Training of Teachers for the Deaf-and-Dumb A training course for teachers of deaf-and-dumb children was recently held at the National College for the Deaf-and-Dumb in Madrid. Apart from drawing, which cannot be ignored in the education of this category of children, the course included lessons on anatomy, acoustics, phonetics, speech correction, psychology, history of education, school organization, etc. *IBE* — 371.192 — 371.912 (46)

SWEDEN

Russian and Spanish in Secondary Schools The school authorities in Sweden have suggested to the government that Russian and Spanish be introduced in the senior secondary schools as optional languages. These languages would be taught, whenever a minimum of five pupils requested them. Six hours a week would be devoted to Russian, and four hours a week to Spanish. *IBE* — 375.13 (485)

Television at the University Provision is made for television programmes of dental medicine in the curriculum of the new faculty of dental medicine, established near Göteborg. *IBE* — 371.368 — 378 (485)

SWITZERLAND

Centenary of the Federal Polytechnic The Federal Polytechnic is planning a series of special events to take place between 17th and 22nd October, 1955, to celebrate the hundredth anniversary of its foundation. In connection with this event, a refresher course for former pupils is being organized to give them up-to-date information on the research and teaching now being carried out at the Federal Polytechnic. *IBE* — 378.61 — 371.384 (494)

Authors of Textbooks According to a recent statistical study, it appears that out of the 35 school textbooks introduced in the schools of the Canton of Vaud during the past ten years, 15 bear the signature of a school inspector, the other 20 having been written by senior primary school teachers, primary school mistresses, secondary school teachers, clergymen, etc. *IBE* — 371.329 (494)

UNION OF SOUTH AFRICA

Co-education Plans Unless exceptional circumstances warrant a change of plans, all new high schools built in the Transvaal will in future be co-educational. *IBE* — 376.3 (68)

U.S.S.R.

**Longer Holidays for
Correspondence Students
of Agriculture**

Students following agricultural courses by correspondence will in future be granted 30 days' leave of absence at examination time instead of 20 days as previously. Travelling expenses to the towns where the examinations are to take place will be paid by the establishment for which they are working. The number of fresh enrolments for these courses has increased one and a half times, as compared with last year. *IBE* — 374.4 (47)

UNITED KINGDOM

Education Estimates

In the 1955-1956 Civil Estimates for Education and Broadcasting, the provision for education in England and Scotland is £309,508,726 out of the total of £372,360,034, an increase of £19,254,611 compared with the estimate for 1954-1955. The Ministry of Education (England and Wales) estimate is £271,286,636—an increase of £16,741,558 and the estimate for public education in Scotland is £38,221,090—an increase of £2,513,053. Greater provision for grants to local education authorities is the main element of the increase in the education estimates. In England and Wales the amount of such grants is estimated at £250,385,000, or £15,257,000 more than in the current year. Pensions to teachers are expected to cost £1,642,000 more at £21,640,000. Provision for universities and colleges in Great Britain is estimated at £32,253,300, of which £3,978,190 covers grants to Scottish universities. *IBE* — 379.32 (42 & 41)

**Increased Grants
for Teacher Trainees**

The Minister of Education announced on 26th April, 1955, his acceptance of the recommendations of the working party set up in January, 1954, proposing increased grants to students attending teacher training colleges, such acceptance being, however, subject to further consultation with the local authority associations before the introduction of the scheme could be officially authorized. *IBE* — 379.67 (42)

Mobile Classrooms

In order to help relieve overcrowding in schools, Hertfordshire Education Authority has ordered eight mobile classrooms for use as required while awaiting the construction of new school buildings. The rooms are timber-built and cost £1,250 each. *IBE* — 371.6 (42)

Bilateral Secondary Schools Several local education authorities in England and Wales are experimenting with bilateral secondary schools rather than unilateral, or comprehensive schools. Essex, for example, has included twenty-three bilateral secondary schools in its development plan. Six of these schools are to be in the new town of Harlow, where the first has already been opened. These six schools have been so planned that between them they will cover all the subjects in the secondary school curriculum, so that the district will be "comprehensive" though none of the schools will be. In its report on the organization of the bilateral schools, the county education committee for Essex expresses the hope that "the Harlow plan will secure the most important advantages of comprehensive organization without the attendant disadvantages of inordinately large size of school." *IBE* — 373.10 (42)

Milk Tablets for Schools Results of experiments in producing, at a reasonable price, tablets of compressed dried milk, suitably flavoured and sweetened, having proved successful, the Minister of Education has informed local education authorities that the Provision of Milk and Meals Regulations, 1945, have been amended to permit them to supply these tablets, instead of reconstituted dried milk, at the small number of maintained schools in England and Wales where no satisfactory supply of fresh milk is available. The tablets are easy to store and distribute, which is a great advantage. The change in the Regulations took effect as from 1st April, 1955. *IBE* — 371.27 (42)

Mobile Film Units In view of the great increase in the number of junior schools now possessing their own film projectors, the county education authorities in Essex have decided that, as from the beginning of the school year 1955-1956, only three mobile film units instead of the five now normally operating will be required. Until recently, 325 schools were visited by these units; now only 224 schools require their services, and this number is likely to be reduced to approximately 170 next year. *IBE* — 371.364 (42)

UNITED STATES

Supplementary Decisions on Racial Segregation The United States Supreme Court passed a decree on 30th May, 1955, supplementing the decision of 17th May, 1954, abolishing racial segregation in American schools. According to this decree, the local courts will have the responsibility of supervising, town by town, state by state, the application of the principle of racial equality in the schools. The Supreme Court insists that a reasonable beginning should be made towards racial equality and that it should rapidly become an accomplished fact in all schools, but leaves to the local courts the right to agree to delays when justified by practical reasons. It should be noted, however, that the existence of racial prejudices may not be counted as a reason, and that the value of the doctrine of equality may not be affected by the fact that some people contest it. *IBE* — 377.31 (73)

Educational Experiment The Harvard Graduate School of Education has approved of a Ford Foundation Grant of \$150,000 for the purpose of underwriting a pilot experiment over a three-year period. Four local school authorities and ten colleges and universities are taking part in the experiment. One of the features of the programme is the pairing of two students who together will fill a position in a school system—one studying during the first semester and teaching the second, and the other teaching during the first semester and studying the second. *IBE* — 371.12 — 370.7 (73)

New Type of Teacher Education In June, 1955, the University of Arkansas initiated an experimental fifth-year programme of teacher education for college graduates under the age of forty-five years who have had a good general education and specialized in certain subjects, and who were considered to have the personal qualifications necessary for teaching. On completion of a nine to twelve weeks' pre-

teaching phase of professional education experiences, candidates will be appointed for one year to a full-time teaching post, under a regular contract in an Arkansas public school, during which time they will earn academic credit through seminars focussing on the problems they are facing in teaching. The following summer they will attend a further series of college courses based on their teaching experiences. The successful completion of this fifteen month's combined theoretic and practical programme of teacher education will result in the award of a Master's Degree by September, 1956. *IBE — 371.12 — 370.7 (73)*

• **Encouraging Teacher Recruitment**

One of the methods now being employed to overcome the shortage of teachers is to persuade senior high school students to undertake "exploratory teaching", consisting of organized and supervised study, observation and teaching practice in primary or junior high schools under the supervision of the class teacher. When such "exploratory teaching" is done under official auspices through cooperation between the superintendent of schools for the district, the principal of the school and a class teacher appointed as "sponsor", the student can earn credit towards high school graduation. The course lasts either six months or a year and varies according to district but usually consists of some preliminary orientation before observing a class and helping with small groups of children. *IBE — 371.11 (73)*

Theoretical Studies and Practical Work

Under New York City's cooperative education programme, some 36 high schools, including 15 vocational schools, are cooperating with about 250 business enterprises in the metropolitan area in a system which permits the young people to combine a week or two of school work with a week or two of practical experience, or alternatively a half-day at school and a half-day at work. Last year more than 4,000 boys and girls earned \$2,444,559 through this system. *IBE — 371.06 (73)*

Motor Driving Course

Several years ago motor driving lessons were introduced into the curricula of a number of American high schools. In Maine, 8,000 boys and girls have benefited from this instruction since 1946. According to a departmental police report, only 43 of them were the victims of road accidents during 1952, a figure which corresponds to about a half per cent, whereas the proportion was ten per cent for drivers who had not been trained at school. *IBE — 375.831 (73)*

Student Enrolment Tripled by 1970

By 1970, it is estimated that the number of college students in Florida will have increased three-fold and will be in the region of 90,000, as compared with 30,000 in 1955. In order to cope with the situation, various projects have been undertaken, including: (1) a self-study and evaluation of higher institutions in the state; (2) an analysis of the population of Florida; (3) a study of economic resources and potential developments with special reference to the future needs for trained man-power; (4) an analysis of the cultural resources of the state and their potential development; (5) a study of the organizational structure of higher education, such as legal provisions and articulation with secondary schools; (6) studies of costs, as they bear on current operations and on plans for future expansion. *IBE — 378 — 37 P (73)*

Bachelors', Masters' and Doctors' Degrees

It is interesting to note that of the 400,000 university degrees awarded in the United States during 1951-1952, the latest date for which figures are available, the B.A. or B.Sc. degree accounted for 82.3%, the M.A. or M.Sc. for 15.8%, and doctors' degrees for 1.9% of the total. *IBE — 378 (73)*

Retired Professors become "Visiting Professors"

The "Visiting Professors" programme inaugurated in 1952 by the John Hay Whitney Foundation continues to make headway. The original purpose of the programme was to assist in strengthening the humanities at small, independent, liberal arts colleges through the appointment to their faculties of outstanding retired professors who wished to continue teaching, the appointments lasting for one year in each case. Since 1954, with the New York Foundation also participating in the scheme, it has been possible to engage 12 retired professors as "Visiting Professors". Half the salary and the transportation costs to and from the campus are paid by the Foundation, while the host college pays the remainder of the salary and provides free living accommodation. *IBE — 378 — 378.9 (73)*

VIETNAM**Franco-Vietnamese University**

The date of the transfer of the Franco-Vietnamese University to the South Vietnam authorities, which was contemplated for the end of the year, became possible earlier than expected and was effected on 11th May, 1955. *IBE — 378 (596.1)*

YUGOSLAVIA**Students' Hostels and University Restaurants**

According to the new law on universities, each university is responsible for seeing that the student's living conditions are satisfactory. A special body was recently established, in connection with the universities' directorate, whose task it is to study and solve problems concerning the building of students' hostels and their upkeep, the organization of canteens, and the control of scholarships, etc. This special body is composed of representatives of the university teaching staff, the students and the interested institutions. *IBE — 378.9 (4971)*

INTERNATIONAL EDUCATIONAL ACTIVITY**Assistance to Independent Schools**

The results of the inquiry carried out by the International Bureau of Education show that in over three quarters of the fifty-five countries replying to the questionnaire the public authorities give assistance to independent schools. The nature and the extent of the aid given varies considerably from one country to another; it generally takes the form of subsidies and grants, seconding teachers from public schools for work in independent schools, or allowing pupils in the independent schools to benefit from the school materials, meals services, and free transport, etc., provided by the public authorities. *IBE — 379.4*

**The Ibero-American
Education Office becomes
Intergovernmental**

The *Oficina de Educación Iberoamericana*, established in 1949 as a private institution with headquarters in Madrid, has modified its statutes to become an intergovernmental organization. Article 4 of its new constitution stipulates that members of the Ibero-American Education Office shall be the countries sending official delegations to the Ibero-American education conferences, or whose Ministries of Education agree to be represented on the board of directors. *IBE — 379.824*

**Prevention of Accidents
among Children**

Progress in medicine and in health education has resulted in a very encouraging decrease in child mortality. It is sometimes overlooked, however, that because of this progress, death among children between the ages of 1 to 15 years is now chiefly due to accidents. Alarmed by this situation, the Swedish government has requested the World Health Organization to study measures, particularly in the field of education, to remedy this danger. *IBE — 375.831*

**"Enfance du Monde"
Literary Prize**

The "Enfance du Monde" (Children of the World) literary prize was awarded for the first time on 25th March, 1955, by the *Centre international de l'Enfance*. The two prize-winning works (for children between 8 and 11 years) are: "Un jour de ma vie", by Jean-Madeleine, and "Le relais de l'Empereur" by P. J. Bonzon. Both prize-winners are teachers. *IBE — 37 N — 371.861*

**Conferences of Federations
of Teachers' Associations**

The summer school of the International Federation of Free Teachers' Unions (I.F.F.T.U.) was held in Vienna from 11th to 16th July, 1955. The International Federation of Teachers' Associations (I.F.T.A.) held its XXIVth international congress at Istanbul from 28th to 30th July. Figuring on the agenda were the following themes: (a) freedom of the teacher; (b) readaptation of delinquent children to normal life; (c) reports of the activity of national associations. During the same period (28th to 30th July), the International Federation of Secondary Teachers (F.I.P.E.S.O.) also met in Istanbul to discuss school holidays in different countries and the way in which they can be used for educational and social ends. Following the two last mentioned conferences, the World Confederation of Organizations of the Teaching Profession (W.C.O.T.P.) held its annual meeting from 30th July to 4th August, 1955, the general theme being the status of teachers. *IBE — 37 N — 371.18*

**Anglo-German Educational
Meeting**

English and German educationists met from 11th to 17th May, 1955, at Bonn and Königswinter, to study the organization of the German school system (particularly articulation between secondary and higher education), and the development of educational thought and educational achievements during the past thirty years. *IBE — 37 N*

International Meetings

The Friendship Home (*Freundschaftsheim*) in Bückeburg, Germany, continues to organize international meetings of educationists interested in international problems. During 1955, the four meetings dealt with the following themes: education for international

understanding; what can we do now for peace?; international social problems; racial problems. *IBE* — 37 N — 377.38

International Study Days The Institute of Comparative Education in Salzburg organized international study days from 18th to 21st July, 1955, for the study of the following problems: (1) the psychic repercussions of too-rapid development; (2) the influence of family life circumstances, of agitation in public life, and of a continually expanding intellectual life on the social bearing of the individual; (3) the psycho-pathological manifestations resulting from changes in the mode of living; (4) the influence of these changes on the impulses and the sexual bearing of the individual, his capacity for work, his philosophy of life, and his religious life; (5) the psychology of rural, industrial, and student youth at the present time. *IBE* — 37 N — 370.47

International Educational Studies International educational study courses were organized for teachers, at the Burn Glenesk Brechen (Angus), on the eastern coast of Scotland, from 17th to 30th July, 1955. Discussion centred round the theme: national education versus an international and human education. *IBE* — 37 N — 377.38

Summer Courses in the Netherlands Once again the Dutch Union of Teachers has organized three international summer courses for young teachers and students of education, to give them an opportunity of studying problems relative to school organization, the social status of teachers, the rights of children, and the idea of peace in education. *IBE* — 37 N

Teachers' International Seminars A study week held at Boserupgard, near Espergaerde, Denmark, from 16th to 24th July, 1955, brought together a hundred young teachers and training college students. In Switzerland, a second international study seminar for teachers was held at the Pestalozzi Village, near Trogen, from 15th to 23rd July, 1955, under the patronage of various associations of Swiss teachers and of the Swiss National Commission for Unesco. *BIE* — 37 N

International Congress on Art Education The 9th International Congress on Art Education was held from 8th to 13th August, 1955, in the Swedish university town of Lund. Many schools and institutions which include art education in their curriculum sent exhibitions of pupils' work at all levels, and publishing firms exhibited school and scientific books and teaching material for the various arts. *IBE* — 37 N — 375.72

International Association of Universities The second conference of the International Association of Universities will be held at Istanbul from 19th to 24th September, 1955, when it is expected that delegates from the universities, and other institutions of university rank, members of the Association, and representing some 53 countries, will attend. A part of the time will be devoted to a discussion on the role of universities in a rapidly evolving society. *IBE* — 37 N — 378

II. BIBLIOGRAPHY

In order to facilitate the card index classification of these book reviews by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan for the Classification of Educational Documents" used by the Bureau. All the books mentioned below can be consulted in the International Education Library.

37 A COMPARATIVE EDUCATION — 379.96 STATISTICS

L'éducation dans le monde. Organisation et statistiques. Paris, Unesco, 1955. 1008 p. tabl. graph. stat. gloss. — An international repertory dealing with school organization and statistics, and constituting a first class reference book which, it is hoped, will be brought up to date every three years. The first chapter gives a picture of education throughout the world, while the second and the third examine from the point of view of organization and statistics the problems raised and the different ways of tackling them. The bulk of the work comprises some two hundred sections devoted to the independent countries and the territories associated with them. These national sections have been drafted according to a uniform plan so as to make fresh comparisons possible. Already, the present text contains a quantity of comparable data which, though not embracing all countries, includes a very large number of them. Each of the national sections is supplemented by a glossary defining the various types of educational establishments to be found within the given country. (IBE)

37 B HISTORY OF EDUCATION — 372.22 PRIMARY SCHOOLS

FLITNER, Wilhelm. *Die vier Quellen des Volksschulgedankes.* Drittes erw. Aufl. Stuttgart, Klett, 1954. 160 p. — Third revised and enlarged edition of an historical study devoted to primary education: the "elementary" schools of the Middle Ages (Schreibleseschulen), the "lay catechetical" schools of the 16th century, the realistically inspired "mother tongue" schools of the 17th and 18th centuries, and the popular culture schools with a national bias. (IBE)

37 B (42) HISTORY OF EDUCATION — 378 (42) HIGHER EDUCATION (UNITED KINGDOM)

WARMINGTON, E. H. *A History of Birkbeck College, University of London, during the Second World-War 1939-1945.* London, Birkbeck College (1954). 206 p. pl. app. — A story of the fortunes of Birkbeck College, a School in the University of London, during the six years of modern warfare, 1939-1945, when it remained in the heart of London carrying on its work of providing evening classes and university life in the faculties of arts and science for both undergraduates and post-graduates. (IBE)

37 C BIOGRAPHIES — 371.43 NEW EDUCATION

BADLEY, J. H. *Memories and Reflections.* London, Allen & Unwin, 1955. 342 p. — Autobiography of one of the chief promoters of the "new education" in England, founder and headmaster for over forty years of the well-known Bedales School many of whose principles are now to a large extent integrated into the English educational system. (IBE)

37 C BIOGRAPHIES

BOUQUIER, H. *Don Bosco éducateur.* Paris, P. Tequi, 1952. 2nd ed. 118 p. (Collection: Présence du Catholicisme). — A commentary on the principles underlying the pedagogy of the founder of the Salesian schools: the part played by the

environment, the pre-eminence of the preventive system and of assistance ; training by active collaboration ; the religious and home setting in education ; devotion to the Virgin Mary, etc. (IBE)

37 C BIOGRAPHIES

LAVATER-SLOMAN, Mary. **Pestalozzi**. Die Geschichte seines Lebens. 424 p. bibl. phot. — A study based on Pestalozzi's memoirs, correspondence, and writings, and on numerous reports and comments of his contemporaries, in which the author endeavours to lead the public to an understanding of his character as a man, an educationist, a writer, a politician, a philosopher, and, above all, as an apostle whose whole life radiated noble and pure love, in spite of all his difficulties, his controversies and his human failings. (IBE)

37 C BIOGRAPHIES

Ouchinsky, K. D. V portretakh, illiustratsiakh, dokumentakh. Posobie dlia outsitel'ei, outsachtaikhsia pedagoghicheskikh outsilichteh, stouidentov pedagoghicheskikh i outsitelskikh institutov. Compiled by V. K. Zajourily, introduction by N. G. Kazansky. Moskva, Leningrad, Gosoudarstvennoe Outchebno-pedagoghicheskoe izdatel'stvo Ministerstva prosvechtheniia R.S.F.S.R. Leningrad otделение, 1950. 130 p. photo. app. — An abundantly illustrated biography of the Russian educationist Ouchinsky, for teachers and student teachers, enriched by the reproduction of original documents. The second part contains brief biographies of other educationists who have continued to carry on the work of Ouchinsky whose ideas still hold good today. (IBE)

37 E (82) TEXTBOOKS ON EDUCATION (ARGENTINA)

GUILLÉN DE REZZANO, Clotilde. **Manual de pedagogía**. Buenos Aires, Kapelusz, 1954. 162 p. — In drafting this textbook on education for the 4th year pupils of the normal schools, the former head of the School of Education connected with the Faculty of Philosophy and Letters of the University of Buenos Aires has endeavoured to illustrate educational principles by reference to school life in Argentina, particularly in the chapters devoted to discipline, legislation and administration of primary education. These chapters follow the more theoretical ones dealing with the problem of the education and intellectual and emotional life of a child, educational factors, teaching methods, children in and out of school, etc. (IBE)

37 I POLYGRAPHY — 370 THEORY OF EDUCATION

OUCHINSKY, K. D. **Izbrannie pedagoghicheskije sochineniia**. Voprosy vospitaniia. Under the direction of Prof. W. Ia. Strouminsky. Vol. I. Moskva, Ghosoudarstvennoe outchebno-pedagoghicheskoe izdatel'stvo, Ministerstva prosvechtheniia R.S.F.S.R., 1953. 634 p. Index. (Teachers' Library). — First volume of K. D. Ouchinsky's writings, dealing with the history and the theory of education, its aims and its psychological bases, the role of the school and instruction in education, the training of character and will, and teaching methods. (IBE)

370 THEORY OF EDUCATION — 377.3 SOCIAL EDUCATION

La educación en una sociedad de masas. Madrid, Ediciones Cultura hispanica, 1955. 284 p. (Colección "Problemas contemporáneos"). — A collection of thirteen articles presented during a course given at the Menéndez y Pelayo de Santander International University in answer to the question "Must man be educated today for collectivity"? Worthy of special mention are the articles on : education, a social phenomenon ; the intervention of the State and national education ; education and trade unionism ; modern methods of educating the masses ; cooperation and education ; the progress of secondary education ; mass ethics and education, etc. (IBE)

370 THEORY OF EDUCATION

NETZER, Hans. **Erziehungslehre im Abriss**. Bad Heilbrunn, Obb., Julius Klinkhardt, 1953. 142 p. bibl. — The problem of education envisaged from the following angles : fundamental ideas ; the contradictions of life and their significance ; teachers ; teacher-pupil relationships ; the aims, means and agents of education ; education through teaching. (IBE)

370.3 PHILOSOPHY OF EDUCATION

JEFFREYS, M.V.C. **Beyond Neutrality.** Five Essays on the Purpose of Education. London, Pitman, 1955. 60 p. — In a series of five essays, the author deplores the decline of the humanist tradition into "an ineffective agnosticism", believing that the only remedy for this condition is a revival of religious faith. He shows the necessity for a religious education, stresses the importance of developing the idea of personal responsibility and examines the relation between freedom and responsibility. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

BERNARD, Harold W. **Psychology of Learning and Teaching.** New York, Toronto, London, Mc-Graw-Hill Book Company, 1954. fig. app. bibl. gloss. — A study of the fundamental principles of educational psychology, including chapters dealing with such questions as language as a growth process, the influence of the cultural setting on learning, importance of continuity in evaluation techniques, and recent interpretations of the nature of adolescence. All the problems are treated with regard to their direct and explicit application to the classroom. (IBE)

370.47 SOCIOLOGY AND EDUCATION

ZORELL, Elisabeth. **Erziehungslehre für sozialpädagogische Berufe.** Bad Heilbrunn, Obb., Klinkhardt, 1953. 114 p. bibl. — Introduction to pedagogy, written particularly for social workers: basic principles, theory of education, practice of education for the various age groups, teachers and their training, influence of the family, hostels and other institutions replacing the family, supplementary home education, social education and collectivity. (IBE)

371.01 THE SCHOOL (GENERAL QUESTIONS) — 371.291 RURAL SCHOOLS

HERNÁNDEZ RUIZ, Santiago. **La clase.** México, Luis Fernández, 1953. 126 p. bibl. (Ensayos pedagógicos, I). — An inspector of primary education and teacher training in Mexico, professor at the Federal Institute for the Training of Rural Teachers, explains his ideas on the class as a community: its psychology, its intellectual, social and moral surroundings; how to organize a class; the class in a one-teacher school. (IBE)

371.02 EDUCATION IN THE HOME — 377.1 RELIGIOUS EDUCATION

BLANCO PIÑAN, Salvador. **Los padres ante la vocación de los hijos.** Madrid, Ediciones Fax, 1954. 144 p. — Advice to parents whose sons wish to enter the priesthood; attitude to take when they begin to show signs of choosing their vocation, when they attend the seminary, during the holidays at home, and at the time when they are preparing to take their vows, etc. (IBE)

371.12 TEACHER TRAINING — 37 A COMPARATIVE EDUCATION

The Education and Training of Teachers for Primary Schools. Hamburg, Unesco Institute for Education, 1954. 75 p. ron. — A record of the proceedings of the conference called to discuss the education and training of primary school teachers, containing the text of the main papers read: (a) "The case for the University" (Pros. Geissler); (b) "The case for the Training College" (Prof. Dottrens); (c) "The case for a dual system — University and Training College" (Prof. Dobinson); and also the reports of the four working groups and the conference conclusions. (IBE)

371.265 PSYCHOLOGICAL TESTS (INTELLIGENCE)

KRAMER, Josefne. **Intelligenztest.** Mit einer Einführung in Theorie und Praxis der Intelligenzprüfung. Solothurn (Schweiz), St. Antonius-Verlag, 1954. 288 p. bibl. (29 pages) fig. tabl. (Arbeiten zur Psychologie, Pädagogik und Heilpädagogik, Band 5). — The author, assistant psychologist at the "Bethlehem" Observation Centre in Wangen (Switzerland), and professor at the Remedial Education Institute of the University of Fribourg, has completed a new adaptation of the Binet-Simon test. The description of the test and of its applications is preceded by a summary of the historical evolution of psychology and of psycho-diagnostics, together with a study of the principles at the basis of the various methods used in testing intelligence. (IBE)

371.30 DIDACTIC PRINCIPLES

PETER, Rudolf. *Grundlegender Unterricht. Zugleich eine Einführung in didaktisches Denken überhaupt*. Bad Heilbrunn, Obb., Klinkhardt, 1954. 300 p. — Results of the author's research in connection with the art of teaching fundamental education—which he distinguishes from primary education—illustrated by numerous practical examples. (IBE)

371.30 DIDACTIC PRINCIPLES — 372.2 PRIMARY SCHOOL TEACHING METHODS

HUBER & PRESTEL. *Unterrichtsführung und Unterrichtsgestaltung in den Volksschulfächern. Besondere Unterrichtslehre in Abrissen*. 4th ed. Bad Heilbrunn, Obb., Klinkhardt, 1952. 352 p. — An introduction to teaching methods covering all subjects taught in primary schools, including physical education, domestic science, foreign language teaching, and also the problem of rural schools and audio-visual teaching aids. (IBE)

371.30 DIDACTIC PRINCIPLES

GALINDO y GALINDO, Bernardo. *Metodología general y especial*. Tegucigalpa, Honduras, Imprenta Calderón, 1953. 448 p. bibl. — A treatise on general and special teaching methods compiled by the teacher in charge of this subject and bearing on the 4th and 5th year syllabus in force at the urban normal school in Tegucigalpa. (IBE)

371.331 HOMEWORK

CHAMBRE, Pierre. *Les devoirs à la maison*. Paris, Editions des presses d'Ile de France, 1954. 63 p. (L'Ecole nouvelle française, No. 29, 1954). — Realising that a pupil's homework is an inevitable point of contact between the school and the family, that it is the cause of mutual criticism, and can also be the starting point for fruitful collaboration, the School for Parents at Chambéry undertook an inquiry in which all the schools in the town took part (4,206 replies). His account of the results does not pretend to solve the problem but merely to indicate precisely how to tackle it by showing the real nature of the situation. (IBE)

371.336 INTRODUCTION TO METHODOICAL WORK

BULLAS, A. *Lycéens vous pouvez acquérir une mémoire extraordinaire*. Tout comprendre. Tout retenir. Paris, Ed. J. Oliven, 1955. 270 p. fig. (Collection "la Route du Succès"). — This new method stems from the principle that intelligence should be put at the service of memory, an ideo-verbal system being replaced by an ideographic system whereby the student learns to think with the help of images. Exercises on concentration, practical ideas, and ways of applying the method to the school curriculum are included. (IBE)

371.362 DOCUMENTATION, COLLECTIONS

GRIGERA, Tomás E. *Preparación de material escolar e ilustraciones para la enseñanza*. Buenos Aires, Hobby, 1953. 124 p. ill. bibl. — Teachers wishing to organize a school museum which can be utilised for the teaching of natural science will find a good deal of advice in this volume, both in connection with the making of illustrative charts or with the collection of minerals, plants, birds, fish, insects, etc. (IBE)

371.383 DRAMATISATION

BOAS, Guy. *Shakespeare and the Young Actor*. A Guide to Production. London, Rockliff, 1955. 126 p. ill. app. index. — A practical guide to Shakespeare production in schools written by a headmaster regarded as an authority on the subject. From his own experiences he gives useful suggestions concerning staging, rehearsing, speech, and incidental music, etc. Twelve productions are described in detail, the length of the plays and roles being given in an appendix. (IBE)

371.391 SCHOOL LIBRARIES

GARDINER, Jewel. *Administering Library Service in the Elementary School*. 2nd ed. Chicago, American Library Association, 1954. 160 p. photos. — An account of the problems regarding the organization and administration of a primary school library, including: function of a library in a modern primary school, function

and qualifications of the library staff, physical setup of the library, purchasing books and magazines, and relations between the school library and the public library. (IBE)

371.42 (44) SCHOOL REFORM — 373 (44) SECONDARY EDUCATION (FRANCE)

MILES, Donald W. **Recent Reforms in French Secondary Education** with implications for French and American Education. New York, Bureau of Publications, Teachers College, Columbia University, 1953. 163 p. bibl. — A brief history of secondary education in France, examining recent proposals for reform (Langevin Commission, Delbos Bill, "new classes", etc.), the changes effected and the reaction to the reform, and discussing the implications that may be drawn for American education as well as for French. (IBE)

371.42 (44) SCHOOL REFORM (FRANCE)

Réforme de l'enseignement. Paris, "Esprit", June 1954. 256 p. — A special issue of the journal "Esprit", to which a number of well-known personalities in the educational and labour world have contributed, devoted to the results of an inquiry on education in France: I. Education on trial; II. Schools and the working world; III. Education and life; IV. Reform. (IBE)

371.43 (45) ACTIVITY SCHOOL

CODIGNOLA, Ernesto. **Un esperimento di scuola attiva.** La Scuola-Città Pestalozzi. Firenze, "La Nuova Italia", 1954. 70 p. (Educatore antichi e moderni, No. 144). — An account of an educational experiment which has been carried out during the past ten years at the Pestalozzi School-city, where the pupils themselves organize and administer their city's life, undertake real responsibilities and serve their apprenticeship as citizens. The account is followed by two appreciations and the results of a medico-psychological examination enabling the pupils of the School-city to be compared with those of an ordinary school. (IBE)

371.43 NEW EDUCATION

LYND, Albert. **Quackery in the Public Schools.** Boston, An Atlantic Monthly Press Book, Little, Brown & Co., 1953. 282 p. — In discussing the present state of the so-called New Education and the theories put forward by its promoters (Rousseau, Dewey, Kilpatrick, etc.), the author does not hesitate, in the interests of the American public schools, to expose the fundamental errors of these same theories, and their application to the school system today, curriculum reform, and teacher training. (IBE)

371.73 PHYSICAL EDUCATION

CLOT, Emilio. **Gimnasia.** Barcelona, Editorial Juventud, 1954. 94 p. ill. (Colección: Aire libre). — A treatise on gymnastics for young people. Description of a series of respiratory gymnastic exercises preceded by theoretic considerations of the aims of physical education, its role with regard to health, and the regulations which should govern all physical education, etc. (IBE)

371.862 CHILDREN'S BOOKS

MUNSON, Amelia H. **An Ample Field.** Chicago, American Library Association, 1950. 122 p. bibl. — Practical advice, particularly for those chiefly concerned with children's books, on the choice of books of adventure, books of romance, and books on how-to-do-it; also on how to advise children about their choice of reading, and on library procedures. (IBE)

371.871 HOLIDAY CAMPS — 371.037 YOUTH MOVEMENTS

MITCHELL, A. Viola and CRAWFORD, Ida B. **Camp Counseling.** An Illustrated Book of Know-how for the Camp Worker. 2nd ed. Philadelphia & London, W. B. Saunders Company, 1955. 406 p. fig. bibl. — A practical guide dealing with the growth and objectives of the camping movement, the role of the camp counsellor, various camp activities (dramatics, music, arts and crafts, story telling, spiritual life, etc.), and camp-craft and woodcraft. (IBE)

371.871 HOLIDAY CAMPS

REY-HERME, P. A. *La colonie de vacances hier et aujourd'hui*. Paris, Vitte, 1955. 220 p. (Collection: Les Enfants et les Hommes). — An historical account of the holiday camp movement since the establishment in Zurich in 1876 of the first *Ferien-Kolonien* until the present day, including discussion on the progressive organization and varied aspects of education in holiday camps, and on the social aspect of such institutions. (IBE)

371.912 DEAF, AND DEAF-AND-DUMB

VALENTINE, Maria Cristina. *Educación del sordo-muto en el hogar*. 3a. ed. rev. Tegucigalpa (Honduras), Ministerio de Educación pública, 1951. 70 p. — Having become deaf herself before having learnt to speak, the founder of the first school for the deaf-and-dumb in Central America offers advice to parents who do not have an opportunity of sending their deaf-and-dumb children to a special school. She does not limit herself to suggestions of a technical nature concerning learning to speak, but also discusses the psychology of deaf children and their preparation for a social life. (IBE)

371.94 WAIFS AND STRAYS — 377.911 DIFFICULT CHILDREN

CESBRON, Gilbert. *Chiens perdus sans collier*. Paris, Robert Laffont, cop. 1954. 390 p. — In story form, the whole problem of maladjusted children is treated with a realism which leaves room for hope. The dialogues truly reflect aspects of child psychology. (IBE)

372 (728.3) PRIMARY EDUCATION (HONDURAS)

HERNÁNDEZ, Angel G. *Problemas de la educación primaria*. Tegucigalpa, Honduras, Talleres tipográficos nacionales, 1950. 304 p. — Problems arising from the measures taken to improve primary education in Honduras, and the solutions suggested concerning compulsory education and school attendance, buildings, equipment and school materials, syllabuses and time-tables, the training and status of teachers, extra-curricular activities, the financing of education, etc. (IBE)

372.212 NURSERY SCHOOLS — 371.12 TEACHER TRAINING

READ, Katherine H. *The Nursery School*. A Human Relationships Laboratory. 2nd. ed. Philadelphia & London, W. B. Saunders Company, 1955. 297 p. ill. app. — Learning how to observe children, knowing how to recognise the "oneness" of each small human being, knowing how to understand the significance of an action, to accept the child as he is, these are some of the points stressed by the author in her nursery school course to teacher training students. Each chapter contains a series of observations for the students' benefit. (IBE)

372.212 NURSERY SCHOOLS 371.026 HOME AND SCHOOL RELATIONSHIPS

TAYLOR, Katharine Whiteside. *Parent Cooperative Nursery Schools*. New York, Bureau of Publications, Teachers College, Columbia University, 1954. 258 p. bibl. (9 pages). index. — The first comprehensive book to be written about parent cooperative nursery schools, providing parents in particular with much valuable help on how to organize, finance and maintain such schools, and stressing the importance of teacher and parent cooperation. Several chapters deal with the emotional development of children. (IBE)

372.4 READING

GAGG, J. C. and GAGG, M. E. *Teaching Children to Read*. London, Newnes Educational Publishing Co., 1955. 112 p. app. (Newnes' "Classroom" Series). — A book for teachers and parents containing many simple and practical suggestions for the teaching of reading and the preparatory activities which should be introduced before the process of teaching to read begins. (IBE)

373 (73) SECONDARY EDUCATION (UNITED STATES)

ALBERTY, Harold. *Reorganizing the High-School Curriculum*. rev. ed. New York, The Macmillan Company, 1953. 560 p. bibl. phot. — A study of the most characteristic features of secondary education in the United States at the

present time interpreted in the light of the ideals of democracy, and examining curriculum trends, methods used in curriculum development, class work, educational guidance, centres of interest, etc. (IBE)

373 SECONDARY EDUCATION — 37 A COMPARATIVE EDUCATION

Estado actual de la educación secundaria en la América latina. Washington, D.C., Unión Panamericana, 1954. xii & 162 p. tabl. stat. bibl. — A comparative study of the present state of secondary education in Latin America, prepared by Mr. Pedro A. Cebollero, chief of section of the Panamerican Union, to serve as the working basis for the inter-American seminar on secondary education held at Santiago in Chile. The descriptive data is grouped under the following headings: (a) nature and aims of secondary education; (b) organization and administration of secondary education; (c) study plans and syllabuses; (d) teaching methods and techniques; (e) teaching staff; (f) secondary schools and the community. (IBE)

373 (43) SECONDARY EDUCATION (GERMANY)

HOLZAPFEL, Heinrich. Idee und Gestalt des naturwissenschaftlichen Gymnasiums. Dusseldorf, Pädagogischer Verlag Schwann, 1950. 86 p. — Organization of the "mathematics-natural science" type of secondary school in Germany; its practical value; its basic principles; its future perspectives. Teachers' opinions and reorganization plans, etc., are given in appendices. (IBE)

374 (73) ADULT EDUCATION — 379.32 (73) FINANCING OF EDUCATION (UNITED STATES)

OLDS, Edward B. Financing Adult Education in America's Public Schools and Community Councils. Washington, National Commission on Adult Education Finance, Adult Education Association of the U.S.A., n.d. 124 p. tabl. app. — A systematic study, based on scientific methods of financing adult education, particularly that given in the public schools. (IBE)

374 (42) ADULT EDUCATION (UNITED KINGDOM)

WALLER, R. D. Residential College. Origins of the Lamb Guildhouse and Holly Royde. Manchester, Manchester University Press, 1954. 60 p. ill. — A history of the origins and the vicissitudes of a residential college for adult education on the outskirts of Manchester, England, offering a variety of courses. One important field of work provides for existing groups of social workers. (IBE)

375.05 (73) CURRICULA — 372 (73) PRIMARY EDUCATION (UNITED STATES)

The Elementary School Curriculum. An Overview. New York, State Education Department, Bureau of Elementary Curriculum Development, 1954. 152 p. illus. — A narrative description summarizing the programme of each grade of the elementary school (kindergarten and grades 1 to 6) as recommended and approved by the New York State Education Department. (IBE)

375.103 VOCABULARY

GREENE, Harry A. The New Iowa Spelling Scale. Iowa City, Iowa, State University of Iowa, n.d. 178 p. tabl. — A list of 5,507 words of high social usefulness selected scientifically and based on vocabulary development studies in American primary schools. (IBE)

375.105 COMPOSITION

FLESCH, Rudolf and LASS, A. H. The Way to Write. 2nd. ed. New York, McGraw-Hill Book Company, 1955. 470 p. — How to get ideas, how to put ideas into order, how to find just the right words, these are some of the steps in the procedures of learning to write discussed by the author for the benefit of high school teachers and pupils. The work also deals with grammar, spelling and punctuation, and contains over 2,000 varied drills and exercises. (IBE)

375.12 MOTHER TONGUE

Language. Some suggestions for Teachers of English and others in primary and secondary schools and in further education. London, Her Majesty's Stationery Office, 1954. 169 p. (Ministry of Education Pamphlet No. 26). — A discussion

of language and suggestions for teaching the mother tongue. Several chapters deal with English in England, including the teaching of reading in primary schools and the teaching of composition in secondary schools, one chapter with Welsh and English in Wales, and one with French in France. Other chapters discuss literature and broadcasting in relation to language. (IBE)

375.2 NATURAL SCIENCE

WAGENSTEIN, Martin. *Natur physikalisch gesehen*. Eine Handreichung zur physikalischen Naturlehre für Lehrer aller Schularten. Frankfurt a/M., etc., Moritz Diesterweg, 1953. 64 p. fig. — Research relative to the basic principles of lively natural science teaching applicable to all types of school, and an examination of the connection between physics and other branches of natural science. The last part of the book contains a number of practical examples. (IBE)

375.251 BOTANY — 373.54 POLYTECHNICAL EDUCATION

TSAL, E. Ia. *Ekskursii i prakticheskie raboty po botanike v selskokhoziaistvennom proizvodstve*. Leningrad. Gosoudarstvennoe outchebno-pedagogicheskoe izdatelstvo ministerstva prosvetchneniia R.S.F.S.R. Leningradskoe otdelenie, 1954. 74 p. — How to organize excursions and practical work in botany on an experimental agricultural plot, with pupils from the IVth, Vth and VIth classes. Contains the programme of activities for these three years and studies the part played by excursions and practical work in the realisation of polytechnical training. (IBE)

375.31 ARITHMETIC

ADAMS, L. D. *A Background to Primary School Mathematics*. (London), Oxford University Press, 1953. 190 p. fig. — An account of the author's personal experience and opinion based on many years of observation of the mathematical development of children of primary school age, stressing the need for a balance between a growth of understanding and the development of habits of thought. Many examples of children's efforts are given. (IBE)

375.31 ARITHMETIC

TIRADO BENEDÍ, Domingo. *La aritmética*. México, Luis Fernández, 1953. 116 p. (Ensayos pedagógicos, III). — A concise treatise on arithmetic teaching methods, written by a professor of the national teacher training school, dealing with the aims of arithmetic teaching, introduction to the technique of calculation and measurement, special arithmetic procedures, teaching material, and control of school output with regard to the teaching of this subject. (IBE)

375.40 SOCIAL STUDIES — 371.329 TEXTBOOKS

PETERSON, Eleanor M. *Aspects of Readability in the Social Studies*. New York, Bureau of Publications, Teachers College, Columbia University, 1954. 118 p. bibl. app. — An attempt to determine the exact nature of high school students' difficulties with textbook material, based on the results of an investigation carried out among 99 students from three different high schools. It contains chapters on: (1) the nature of the problem; (2) subjects, instruments and procedures; (3) statistical analysis of the data; (4) qualitative analysis of the data; (5) summary and implications; and as appendices gives the original and modified passages, the reading comprehension tests, and the rating scale for the passages, and shows how the free responses were evaluated. (IBE)

375.41 GEOGRAPHY

HERMOSO NÁJERA, Salvador. *Técnica de la enseñanza de la geografía*. México, Luis Fernández, 1953. 96 p. (Ensayos pedagógicos, V). — An essay on the teaching of geography, dealing with the place and aims of geography teaching, frequent errors committed in teaching this subject; general teaching principles; syllabuses; auxiliary teaching aids. (IBE)

375.43 SOCIAL SCIENCES — 378 HIGHER EDUCATION

The University Teaching of Social Science — Sociology, Social Psychology and Anthropology. Paris, Unesco, 1954. 252 p. (Teaching in the Social Sciences).

— This volume, which forms part of an inquiry undertaken by Unesco on the types of courses and methods of instruction in the social sciences, contains a general report by Professor P. de Bie, an article by Professor Lévi-Strauss on the place of anthropology in the social sciences, articles by Father Nuttin and Professor Jacobson on the teaching of social psychology, and finally a section of descriptive factual summaries of the teaching of the three title disciplines in each country surveyed. (IBE)

375.7 ART EDUCATION — 37 A COMPARATIVE EDUCATION

Teaching of Art in Primary and Secondary Schools. A Comparative Study. Paris, Unesco ; Geneva, International Bureau of Education, Publication No. 165, 1955. 312 p. — Report based on information received from 65 countries in reply to an inquiry undertaken by the International Bureau of Education, through the Ministries of Education, on the teaching of art in primary and secondary schools. The study deals specially with the place of art in the school curriculum, the aims assigned to art teaching, syllabuses, teaching methods, teaching materials, the training and further training of art teachers, inspectors, experts and advisers, art teachers' associations, etc. (IBE)

375.72 DRAWING, PAINTING, ETC.

GIBBS, Evelyn. **The Teaching of Art in Schools.** An Illustrated Description of Children's Imaginative Painting and its Effect on Craft. 4th enl. ed. London, Williams and Norgate (1948). 78 p. plus 6 plates in colour & 67 in half-tone and line. fig. — Defines the purpose of art education in schools and suggests methods of developing the artist in children. In addition to the chapters giving practical advice on imaginative drawing, appliqué work, pattern, lino-cutting, and fabric printing, this fourth edition contains a chapter on the teacher's problems. (IBE)

375.75 MUSIC

NIBLETT, Edmund. **School Music.** An Instructional Handbook. London, Blandford Press, 1955. 119 p. ill. charts. bibl. — Directives for teachers of music in infants, primary and secondary schools, concerning the teaching of tonic sol-fa, singing, accompanying, and instrumental playing, training in good taste, etc., and containing full bibliographies of books and gramophone records as aids. (IBE)

375.75 MUSIC

BEREKOVEN, Hanns. **Musikerziehung.** Methodisch-didaktische Anleitungen für den Musikunterricht in der Schule. 2nd ed. Dusseldorf, Pädagogischer Verlag Schwann, 1952. 120 p. fig. — A guide for teachers of music in primary schools, supplemented by the instructions issued in 1951 by the school authorities of North Rhine-Westphalia. (IBE)

376.1 WOMEN AND GIRLS' EDUCATION

MUELLER, Kate Hevner. **Educating Women for a Changing World.** Minneapolis, University of Minnesota Press, 1954. 302 p. Index. — Social change and sex conflict, women's education and education in general, education for home-making, for citizenship, and for vocational occupations, etc., are among the problems discussed by the author who contends that no one kind of education is suitable for all women. The woman of the future will be called upon to play many roles, therefore a variety of educational patterns should be provided capable of contributing to the fullest development of their lives. (IBE)

377.1 RELIGIOUS EDUCATION

SKILANDZIUNAS, Abbé Viktoras. **Le problème de l'éducation religieuse à notre époque.** Essai s'inspirant des conditions religieuses, économiques et sociales de l'Allemagne occidentale. Louvain, Biblioteca Alphonsiana, 1953. 94 p. bibl. — Preceded by an account of the facts and fundamental principles conditioning religious education and a chart describing education in west Germany at the present time, this volume contains the results of a research project undertaken by the Psychological Institute of the University of Munich. The inquiry dealt with young

people's permeability to religious sentiments, the religious influence of the home, the repercussions of the influence of national-socialism, Church-going youth, the field of action of religious education and new guiding principles. (IBE)

377.1 RELIGIOUS EDUCATION

SIMS-WILLIAMS, Michael. *Scripture in Class*. A New Approach for the Secondary Modern School. Wallington, Surrey, The Religious Education Press Ltd., 1955. 104 p. fig. — Written chiefly for the benefit of non-specialist teachers, this book deals with various techniques and methods, particularly the "strip cartoon" blackboard drawing and the religion through drama method, suitable for teaching religion in secondary modern schools. (IBE)

377.2 MORAL EDUCATION — 377.25 EDUCATION FOR FAMILY RELATIONSHIPS

GUGGENBUHL, Adolf. *Es ist leichter als Du denkst*. Ratschläge zur Lebensgestaltung. Zurich, Schweizer Spiegel Verlag, 1954. 220 p. — A collection of articles, grouped around three themes (Yourself — Yourself and your Family — Yourself and your Neighbour) based on a philosophy of life full of optimism, humour and good taste. (IBE)

377.35 EDUCATION FOR CITIZENSHIP — 376.1 WOMEN AND GIRLS' EDUCATION

TAIT, Marjorie. *The Education of Women for Citizenship*. Some Practical Suggestions. Paris, Unesco, 1954. 106 p. bibl. (Problems in Education — VIII). — Practical suggestions intended to stimulate discussion on general methods for the general education of women for citizenship which can be adapted to meet varying needs and interests in different countries, and an examination of the problems raised in connection with such education with regard to home and school, and the professional, national and international life of women. Unesco has also published two separate but similar studies in French (by Miss H. Sourgen) and Spanish (by Mrs. Ana Figueroa). (IBE)

377.35 EDUCATION FOR CITIZENSHIP

KREFTING, W. *Beiträge zur Methodik einer neuen Bürgerkunde*. Essen, W. Girardet, 1953. 38 p. fig. — Fundamental principles of a new civic education, examination of the various factors which enter into this teaching (teacher-pupil-subject matter), preparation of the lessons, examples, conclusions. (IBE)

378 HIGHER EDUCATION — 37 A COMPARATIVE EDUCATION

Liste internationale des universités et autres établissements d'enseignement supérieur, 1955. *International List of Universities and other Institutions of Higher Education*. Paris, Bureau international des Universités. 72 p. app. — A list of 732 universities and university colleges and 633 technical and professional institutions at the higher education level, accompanied by practical information. (IBE)

378 HIGHER EDUCATION — 379.824 INTELLECTUAL COOPERATION — 37 A COMPARATIVE EDUCATION

Organisations interuniversitaires — Inter-University Organisations. Paris, Bureau international des Universités, 1954. 56 p. — Practical information about the organizations, both national and international, which are concerned with cooperation in the field of higher education: associations of universities and of university teachers, rectors' conferences, vice-chancellors' committees, university information offices, students' associations and unions, etc. (IBE)

379 (73) SCHOOL ADMINISTRATION (UNITED STATES)

HALES, Dawson. *Federal Control of Public Education*. A Critical Appraisal. New York, Bureau of Publications, Teachers College, Columbia University, 1954. 144 p. bibl. (6 pages). — In contrast with the period 1830 to 1850, whose technological, economic, political, and social structures and ideas favoured the principle of local control of education, the 1930 to 1950 period, with its industrial developments, modern methods of communication and transportation, and concentration

of economic activities into corporate units, shows a tendency to modify this conception and to allow greater participation of administrative authorities at a higher level. The author sees the possibility of a programme based on federal, state, local, and teacher cooperation, but one which will maintain that measure of educational autonomy and freedom by local authorities which is essential for the proper functioning of the educational system. (IBE)

379.32 FINANCING OF EDUCATION — 37 A COMPARATIVE EDUCATION

Financing of Education. A Comparative Study. Paris, Unesco; Geneva, International Bureau of Education, Publication No. 163, 1955. 284 p. — A comparative study of the financing of education in 55 countries, based on the results of an inquiry undertaken by the International Bureau of Education, dealing in particular with the financial responsibility of administrations for the various categories of public education, the main items in budgets, the source of funds for financing education (general receipts, special taxes, fees, etc.), special ways of financing education (long-term plans, special measures, loans, etc.), public authorities' contributions to independent schools, foreign participation, and present trends relating to educational financing, etc. (IBE)

379.91 (73) SCHOOL LEGISLATION — 377.31 (73) INTER-RACIAL EDUCATION (UNITED STATES)

COATES, Albert and PAUL, James C. N. **The School Segregation Decision.** A Report to the Governor of North Carolina on the Decision of the Supreme Court of the United States on the 17th of May 1954. Chapel Hill, University of North Carolina, Institute of Government, cop. 1954. 132 p. charts. (Law and Government). — An analysis of the 1954 decision on school segregation of the Supreme Court of the United States, giving an account of the events which led up to the Court's decision, the legal problems raised by this decision and various possible solutions, together with the complete text of the Court's decision. (IBE)

379.91 (494) SCHOOL LEGISLATION (SWITZERLAND)

FREY, Paul. **Die Zürcherische Volksschulgesetzgebung 1831-1951.** Ein Beitrag zur Geschichte der zürcherischen Volksschule, Affoltern, Zurich, J. Weiss, 1953. 250 p. bibl. (8 pages) (Zürcher Beiträge zur Geschichtswissenschaft, Bd. 18). — A study of the theoretical and political bases of school legislation in the Canton of Zurich and of its historical evolution throughout a century: I. The school law of 28th September 1832. II. The school law of 23rd December 1859. III. The democratic constitution of 1869 and efforts to reorganize the school system. IV. The school law of 11 June 1899. The last chapter indicates the problems with which teachers and legislators are faced in drafting new legislation. (IBE)

136.6 CHILD PSYCHOLOGY

GOVIN-DÉCARLIE, Thérèse. **Le développement psychologique de l'enfant.** Causeries de Radio-Colège (1952-1953). 2nd. ed. Montréal & Paris, Fides, cop. 1953. 180 p.. bibl. — Collection of talks given during 1952-1953 by a Canadian psychologist and broadcast by the Canadian Broadcasting Corporation, constituting a clear and lively account of the emotional development of children from birth to the beginning of adolescence. (IBE)

136.7 CHILD PSYCHOLOGY

GEMELLI, Agostino. **La psicologia della età evolutiva.** 4a ed. Milano, Giuffrè, 1955. 386 p. bibl. (7 pages). — Father Gemelli, the director of the experimental psychology laboratory of the Catholic University of Milan, discusses his ideas of the psychological phenomena of growth and explains the divergence of opinions shown in the doctrines of psychologists such as Freud, Watson, Gesell, Koffka, Lewin, Piaget, Charlotte Bühler, and Wallon. (IBE)

136.7 CHILD PSYCHOLOGY

ROSSI, Maria. **Principi di psicologia educativa del bambino nella scuola.** Milano, Vallardi, 1952. 248 p. — The successive phases of the biological and psychological development of children are described for teachers and studied in connection with the educational problems which each teacher has to face. (IBE)

136.7 CHILD PSYCHOLOGY

GALINDO y GALINDO, Bernardo. *Apuntes de psicología del niño*. Tegucigalpa, Honduras, Imprenta Calderón, 1949. 144 p. — A summary of an elementary course on child psychology given by the author at the girls' normal school in Tegucigalpa. (IBE)

137 CHARACTER STUDY — 371.266 METHODS OF INVESTIGATION FOR THE STUDY OF CHARACTER

BOVARD, René. *La connaissance du caractère et ses applications pédagogiques*. Paris, Bourrellet, 1955. 104 p. (Carnets de pédagogie pratique). — A character study of school children, showing what a teacher can expect from tests and other modern methods of psychological investigation, and enabling him better to understand his pupils individually, his class considered as a group, and also his own person. (IBE)

362.7 CHILD WELFARE — 371.94 HOMELESS CHILDREN

AUBRY, Jenny. *La carence de soins maternels*. Paris, Presses universitaires de France, 1955. 188 p. (Centre international de l'enfance, Travaux et documents—VII). — Results of research work carried out by a group of ten specialists—doctors, child specialists, psychologists, children's nurses and social workers—on the effects of separation and lack of maternal care on the development of young children. (IBE)

362.7 CHILD WELFARE

Child Welfare in Relation to the Family. Some Aspects of the Problem. Proceedings of the World Congress 1954, Zagreb. Geneva (Switzerland) International Union for Child Welfare, 1955. 264 p. — Contains the papers read at the World Congress in Zagreb concerning the problems posed in connection with the practical application of the principle that a satisfactory home life is essential for the physical and mental development of the child, as well as for a balanced emotional life. (IBE)

613.86 MENTAL HYGIENE

PFISTER-AMMENDE, Maria (edited by). *Geistige Hygiene. Forschung und Praxis*. Basel, Benno Schwabe, cop. 1955. 616 p. (Bucherreihe "Psychohygiene, Wissenschaft und Praxis", Bd. XIII). — Forty-seven specialists from fifteen countries—doctors, psychologists, teachers and social workers—have collaborated in this work which deals with the various aspects of mental hygiene throughout the world and the essential tasks to be undertaken in connection with it: to banish fear and hatred from education; to improve human relations in the home, at business and in the community; to convince the authorities of the necessity of tackling the problem of mental hygiene; to put prophylactic and therapeutic methods into practice. (IBE)

By subscribing to the "International Service of Education Card Indexes", librarians and educationists wishing to establish a record of recent books on education may obtain copies of the Bureau's bibliographical notices, printed on one side of the paper only, suitable for mounting on index cards.

III. ACTIVITY OF THE BUREAU

ADMINISTRATIVE DIVISION

New Members of the International Bureau of Education. — The Council of the International Bureau of Education, at a meeting held on 9th July, 1955, recognised as members of the Bureau, in accordance with article 4 of its statutes, the government of the Union of Soviet Socialist Republics, the government of the Soviet Socialist Republic of Ukraine, and the government of the Soviet Socialist Republic of Byelorussia.

Gift of the Ministry of Education of Italy. — The Italian Ministry of Education has presented the International Bureau of Education with a collection of plaster casts of Italian Renaissance master-pieces in sculpture. These casts, carried out by art school students, decorate the rooms occupied by the International Educational Library and the secretariat of the International Bureau of Education.

RESEARCH DIVISION

Inquiry on the Teaching of Mathematics in Secondary Schools. — The questionnaire of this inquiry has been sent to the Ministries of Education of the various countries. It comprises 21 questions grouped in six sections: (1) place of mathematics in the curriculum; (2) aims assigned to mathematics teaching; (3) syllabuses; (4) teaching methods; (5) teaching staff; (6) miscellaneous. Twelve countries have already replied to this inquiry.

Inquiry on School Inspection. — The Ministries of Education of eleven countries have replied to the questionnaire sent to them in connection with this inquiry.

INFORMATION DIVISION

Permanent Exhibition of Public Education. — The new USSR section, inaugurated during the XVIIIth International Conference on Public Education, offers a synthetic picture of the chief educational activities of the Union of Soviet Socialist Republics and makes it possible to have a general idea of the characteristics of education at different levels. Specimens of children's scientific and art work enhance the interest of this exhibition.

International Educational Library. — Books received during the second quarter of 1955: books on psychology, education, legislation and school organization, 855; school textbooks, 361; children's literature, 478; total, 1,694.

Publications of the International Bureau of Education

1. Guide du Voyageur s'intéressant aux écoles . . .	Out of print	30. Travail et congés scolaires	Fr. 3
2. La Paix par l'Ecole. P. Bovet. Work of the International Conference at Prague	Fr. 2.—	31. Le Bureau international d'Education en 1932-1933	Fr. 2
3. Education, Travail et Paix. Albert Thomas . . .	Out of print	32. Les économies dans le domaine de l'Instruction publique	Fr. 3
L'Education et la Paix. Bibliographie.	Out of print	33. La scolarité obligatoire et sa prolongation	Out of print
4. Le Bilinguisme et l'Education. Work of the International Conference at Luxembourg	Out of print	34. L'admission aux écoles secondaires	Out of print
5. Correspondances intercolaires. P. Bovet	Out of print	35. Annuaire international de l'Education et de l'Enseignement 1934	Fr. 14
6. The Co-operation of School and Home. In French and German	Out of print	36. La réforme scolaire polonaise	Out of print
In English and Spanish	Fr. 0.60	36 bis. Le Bureau international d'Education en 1933- 1934	Fr. 1
7. Comment faire connaître la Société des Nations et développer l'esprit de coopération interna- tionale. Premier cours	Out of print	37. III ^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions	Out of print
8. Troisième cours	Out of print	38. Le self-gouvernement à l'école	Fr. 4
9. Quatrième cours	Out of print	39. Le travail par équipes à l'école	Out of print
0. Cinquième cours	Out of print	40. La formation professionnelle du personnel ensei- gnant secondaire	Out of print
1. Children's Books and International Goodwill. 2nd Ed. In French and English	Fr. 5.50	41. Les Conseils de l'Instruction publique	Fr. 3
2. L'enseignement de l'Histoire du Travail. Fernand Maurette	Out of print	42. La formation professionnelle du personnel ensei- gnant primaire	Out of print
3. L'Education en Pologne	Out of print	43. Annuaire international de l'Education et de l'Enseignement 1935	Out of print
4. Quelques méthodes pour le choix des livres des Bibliothèques scolaires	Out of print	44. Le Bureau international d'Education en 1934-1935	Fr. 1
5. Some Methods employed in the Choice of Books for School Libraries	Out of print	45. IV ^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions	Fr. 4
6. La pédagogie et les problèmes internationaux d'après-guerre en Roumanie. C. Kiritzescu . . .	Out of print	46. Les périodiques pour la jeunesse	Out of print
7. Le Bureau international d'Education (illustrated)	Out of print	47. La législation régissant les constructions scolaires	Out of print
8 A. Plan for the Classification of Educational Documents	Fr. 1.50	48. L'organisation de l'enseignement rural	Out of print
9. La Préparation à l'Education familiale	Fr. 3.50	49. L'organisation de l'enseignement spécial	Fr. 4
0. Le Bureau international d'Education en 1930-1931	Fr. 2.50	50. Annuaire international de l'Education et de l'Enseignement 1936	Out of print
1. Le Bureau international d'Education en 1931-1932	Fr. 2.50	51. Le Bureau international d'Education en 1935-1936	Fr. 1.
2. La Paix et l'Education. Dr. Maria Montessori.	Fr. 1.50	52. V ^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions	Fr. 4.
3. Peace and Education. Dr. Montessori.	Fr. 1.50	53. L'enseignement de la psychologie dans la prépa- ration des maîtres	Out of print
4. L'Organisation de l'Instruction publique dans 53 pays (with diagrams)	Fr. 11.—	54. L'enseignement des langues vivantes	Out of print
5. L'Instruction publique en Egypte	Fr. 1.50	55. L'inspection de l'enseignement	Out of print
6. L'Instruction publique en Estonie	Fr. 1.50	56. Annuaire international de l'Education et de l'Enseignement 1937	Out of print
7. Annuaire international de l'Education et de l'Enseignement 1933	Out of print	57. Le Bureau international d'Education en 1936-1937	Fr. 1.
8. La coordination dans le domaine de la littérature enfantine	Fr. 1.50	58. VI ^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions	Out of print
9. La situation de la femme mariée dans l'enseigne- ment	Out of print	59. Elaboration, utilisation et choix des manuels scolaires	Out of print

1. L'enseignement des langues anciennes	Fr. 5.50	92. L'égalité d'accès à l'enseignement du second degré	Fr. 5.—
2. La rétribution du personnel enseignant primaire	Fr. 9.—	93. IX ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Out of print
3. Annuaire international de l'Éducation et de l'Enseignement 1938	Out of print	94. Annuaire international de l'Éducation et de l'Enseignement 1946 (bound Fr. 12.—)	Fr. 10.—
4. Le Bureau international d'Éducation en 1937-1938	Fr. 1.50	95. The Teaching of Hygiene in Primary and Secondary Schools	Fr. 2.—
5. VII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions	Fr. 4.50	96. Equality of Opportunity for Secondary Education	Fr. 2.—
6. Annuaire international de l'Éducation et de l'Enseignement 1939	Out of print	97. La gratuité du matériel scolaire	Fr. 7.—
7. La rétribution du personnel enseignant secondaire	Fr. 9.—	98. L'éducation physique dans l'enseignement secondaire	Fr. 7.—
8. L'enseignement de la géographie dans les écoles secondaires	Fr. 7.—	99. X ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 5.—
9. L'organisation de l'éducation préscolaire	Fr. 7.—	100. Xth International Conference on Public Education. Proceedings and Recommendations	Fr. 5.—
10. Le Bureau international d'Éducation en 1938-1939	Fr. 1.50	101. Annuaire international de l'Éducation et de l'Enseignement 1947	Fr. 15.—
11. VIII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions	Fr. 4.50	*102. L'enseignement de l'écriture	Fr. 5.—
12. Le Bureau international d'Éducation en 1939-1940	Fr. 1.50	*103. The Teaching of Handwriting	Fr. 5.—
13. L'organisation des bibliothèques scolaires	Fr. 7.—	*104. Les psychologues scolaires	Fr. 5.—
14. L'éducation physique dans l'enseignement primaire	Out of print	*105. School Psychologists	Fr. 5.—
15. Le Bureau international d'Éducation en 1940-1941	Fr. 1.50	*106. XI ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 5.—
16. L'enseignement ménager dans les écoles primaires et secondaires	Fr. 9.—	*107. XIth International Conference on Public Education. Proceedings and Recommendations	Fr. 5.—
17. The International Bureau of Education in 1940-1941	Out of print	*108. Annuaire international de l'Éducation et de l'Enseignement 1948	Fr. 15.—
18. Le Bureau international d'Éducation en 1941-1942	Fr. 2.—	*109. International Yearbook of Education 1948	Fr. 15.—
19. L'enseignement des travaux manuels dans les écoles primaires et secondaires	Fr. 8.—	*110. L'initiation aux sciences naturelles à l'école primaire	Fr. 6.—
20. The International Bureau of Education in 1941-1942	Fr. 2.—	*111. Introduction to Natural Science in Primary Schools	Fr. 6.—
21. Les précurseurs du Bureau international d'Éducation. P. Rosello	Fr. 8.—	*112. L'enseignement de la lecture	Fr. 6.—
22. Le Bureau international d'Éducation en 1942-1943	Fr. 2.—	*113. The Teaching of Reading	Fr. 6.—
23. The International Bureau of Education in 1942-1943	Fr. 2.—	*114. XII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—
24. Le Bureau international d'Éducation et la reconstruction éducative d'après-guerre	Out of print	*115. XIIth International Conference on Public Education. Proceedings and Recommendations	Fr. 3.—
25. The International Bureau of Education and Post-War Educational Reconstruction	Fr. 1.—	*116. La formation professionnelle du personnel enseignant primaire (deuxième édition)	Fr. 8.—
26. Recueil des recommandations formulées par les Conférences internationales de l'Instruction publique	Out of print	*117. Primary Teacher Training	Fr. 8.—
27. Recommendations of the International Conferences on Public Education	Fr. 3.—	*118. Annuaire international de l'Éducation et de l'Enseignement 1949	Fr. 10.—
28. L'Instruction publique en Hongrie. J. Somogyi	Fr. 5.—	*119. International Yearbook of Education 1949	Fr. 10.—
29. Reconstruction éducative. Livre blanc anglais sur la réforme scolaire. Board of Education	Fr. 2.—	*120. L'initiation mathématique à l'école primaire	Fr. 6.—
30. Le Bureau international d'Éducation en 1943-1944	Fr. 2.—	*121. Introduction to Mathematics in Primary Schools	Fr. 6.—
31. The International Bureau of Education in 1943-1944	Fr. 2.—	*122. L'enseignement des travaux manuels dans les écoles secondaires	Fr. 4.—
32. L'enseignement de l'hygiène dans les écoles primaires et secondaires	Out of print	*123. The Teaching of Handicrafts in Secondary Schools	Fr. 4.—

*124. Conférences internationales de l'Instruction publique. Recueil de Recommandations, 1934-1950	Fr. 3.—	*146. La rétribution du personnel enseignant primaire (deuxième édition)	Fr.
*125. International Conferences on Public Education. Collected Recommendations, 1934-1950	Fr. 3.—	*147. Primary Teachers' Salaries	Fr.
*126. XIII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—	*148. La formation du personnel enseignant primaire (deuxième partie)	Fr.
*127. XIIIth International Conference on Public Education. Proceedings and Recommendations	Fr. 3.—	*149. Primary Teacher Training (second part)	Fr.
*128. Canteens et vestiaires scolaires	Fr. 3.—	*150. XVI ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr.
*129. School Meals and Clothing	Fr. 3.—	*151. XVIth International Conference on Public Education. Proceedings and Recommendations	Fr.
*130. Annuaire international de l'Éducation et de l'Enseignement 1950	Fr. 8.—	*152. Annuaire international de l'Éducation 1953.	Fr.
*131. International Yearbook of Education 1950	Fr. 8.—	*153. International Yearbook of Education 1953	Fr.
*132. La scolarité obligatoire et sa prolongation	Fr. 5.—	*154. La formation professionnelle du personnel enseignant secondaire (deuxième édition)	Fr.
*133. Compulsory Education and its Prolongation	Fr. 5.—	*155. Secondary Teacher Training	Fr.
*134. XIV ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 4.—	*156. La rétribution du personnel enseignant secondaire (deuxième édition)	Fr.
*135. XIVth International Conference on Public Education. Proceedings and Recommendations	Fr. 4.—	*157. Secondary Teachers' Salaries	Fr.
*136. Annuaire international de l'Éducation et de l'Enseignement 1951	Fr. 8.—	*158. XVII ^e Conférence internationale de l'Instruction publique 1954	Fr.
*137. International Yearbook of Education 1951	Fr. 8.—	*159. XVIIth International Conference on Public Education 1954	Fr.
*138. L'enseignement des sciences naturelles dans les écoles secondaires	Fr. 5.—	*160. Annuaire international de l'Éducation 1954	Fr. 1
*139. Teaching of Natural Science in Secondary Schools	Fr. 5.—	*161. International Yearbook of Education 1954	Fr. 1
*140. L'accès des femmes à l'éducation.	Fr. 5.—	*162. Le financement de l'éducation	Fr.
*141. Access of Women to Education	Fr. 5.—	*163. Financing of Education	Fr.
*142. XV ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 4.—	*164. L'enseignement des arts plastiques dans les écoles secondaires	Fr.
*143. XVth International Conference on Public Education. Proceedings and Recommendations	Fr. 4.—	*165. Teaching of Art in Primary and Secondary Schools	Fr.
*144. Annuaire international de l'Éducation et de l'Enseignement 1952	Fr. 8.—		
*145. International Yearbook of Education 1952	Fr. 8.—		

(Prices in Swiss Francs)

* Published jointly by Unesco and the International Bureau of Education.

SUBSCRIPTIONS

Bulletin of the International Bureau of Education — Quarterly in English and French — Annual subscription: 10 Swiss fr.
International Education Card Index Service: 5 Swiss francs. Bulletin and Card Index Service: 12 Swiss francs.

Publications of the International Bureau of Education. All publications of the Bureau appearing in the course of the year are sent free to subscribers to the Publications Service (including the Bulletin and Card Index Service). Annual subscription: 30 Swiss fr.

All subscriptions begin from January 1st.

These publications can be ordered through bookstores or from the

INTERNATIONAL BUREAU OF EDUCATION
GENEVA

Postal cheque account: I. 804

YEAR 29

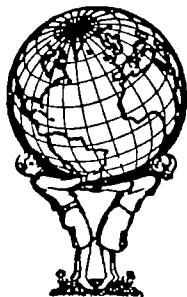
4th QUARTER 1955

No. 117

BULLETIN

OF THE
INTERNATIONAL BUREAU
OF EDUCATION

GENEVA



UT PER JUVENES
ASCENDAT MUNDUS

GENEVA
INTERNATIONAL BUREAU OF EDUCATION

INQUIRY ON SCHOOL INSPECTION

QUESTIONNAIRE ADDRESSED TO THE MINISTRIES OF EDUCATION

I. INSPECTION OF PRIMARY EDUCATION

I. *Organization of Primary School Inspection*

1. By whom is the inspection of primary schools carried out (school commissions, inspectors, directors or supervisors of schools, etc.)?
2. (a) Are there several categories of primary school inspectors (general inspectors of primary education, chief inspectors, etc.)?
(b) To what higher authorities are they respectively responsible and in what ways are their activities controlled?
3. How is the inspection of primary education organized? Are there, for example, district or regional inspectorates with a central office in the chief town of each province, county, etc., or does each inspector reside and have his office in his own district, having no direct contact with the inspectors of neighbouring districts?
4. (a) How many teachers and what quota of pupils has a primary school inspector under his supervision?
(b) Is a limit to this number prescribed in the regulations and, if so, what is the limit?
(c) Are there any supervisory positions, with limited control, intermediary between that of inspector and that of teacher (director or supervisor of schools, principal teacher, etc.)?

II. *Prerogatives and Technical Duties of Inspectors*

5. According to present legislation or regulations, what are the *educational* prerogatives of primary school inspectors? How do they exercise their role in this respect? Do they organize study courses, lectures, teachers' meetings, etc.?
6. According to present legislation or regulations, what are the *administrative* prerogatives of primary school inspectors? What part do they play in the control of compulsory education?
7. What are the responsibilities of inspectors with regard to social activities in schools (school meals and clothing services, holiday camps, extra-scholastic activities, etc.)?
8. Are there inspectors dealing only with particular subjects (handicrafts, physical education, art, etc.)?
9. Do infants schools, special schools (for handicapped or for maladjusted children), continuation schools and adult education (including classes in prisons and barracks) come under the jurisdiction of ordinary primary school inspectors or special inspectors?
10. Are inspectors of public education responsible for the inspection of private or independent schools or is there a special inspectorate for such schools?
11. (a) Are there prescribed forms for the inspectors' reports?
(b) What are their chief headings? If no such forms exist, how are the reports presented?

12. (a) Do the official regulations provide criteria to which inspectors must adhere in judging the work of teachers?
(b) Have teachers or the professional organizations to which they belong the right of appeal against the inspectors' verdicts?
13. What are the average length and frequency of inspections?

III. *Training, Appointment, Status*

14. How are primary school inspectors appointed and what are the requisite conditions for their appointment (previous record, examinations, years of service, age, qualifications, etc.)?
15. (a) Do primary school inspectors have any special professional training in view of their duties?
(b) If so, of what type is it?
(c) Have any measures been taken with a view to improving their qualifications in service?
16. What place is given to women in the primary school inspectorate?
17. (a) What is the scale of salaries for primary school inspectors?
(b) To what category of teachers could this scale be in principle assimilated?
(c) Are any special privileges granted to primary school inspectors (indemnities covering travelling expenses, running expenses for a car, etc.)?
(d) Can primary inspectors be promoted to higher posts in the inspectorate (general inspectors, central inspectors, chief inspectors, etc.)?

IV. *Reforms and Miscellaneous Items*

18. Are any reforms contemplated in the inspection of primary schools? If so, what are they?
19. Kindly give any further information throwing light on the exact functioning of primary school inspection in your country.

A. INSPECTION OF SECONDARY EDUCATION

Kindly describe the organization of secondary school inspection, following as far as possible the questions asked in connection with primary school inspection.

B. INSPECTION OF ART EDUCATION

If art education is independent of secondary or vocational education, kindly describe the organization of the inspection of art schools, following as far as possible the questions asked in connection with primary school inspection.

C. INSPECTION OF VOCATIONAL EDUCATION

Kindly describe the organization of vocational school inspection, following as far as possible the questions asked in connection with primary school inspection.

D. INSPECTION OF HIGHER EDUCATION

Is there any inspection of higher education? If so, kindly describe its functioning.

I. THE EDUCATIONAL WORLD

The International Bureau of Education will be grateful to all editors of journals willing to collaborate in its work of providing educational information on an international scale by reproducing the news items which they find particularly interesting.

ARGENTINA

Education at Home All children suffering from organic troubles or physical handicaps preventing them from attending school will in future have the right to be educated freely at home. For their benefit, a team of teachers, who have specialised in home education has been formed to work in the large towns. *IBE — 371.918 (82)*

AUSTRALIA

Interesting Parents in Schools Education Week, 1955, in the state of Victoria was celebrated from the 14th to 20th August, to give parents and other visitors an opportunity of seeing the pupils at work and of gaining direct information about the various forms and trends of modern education. Various activities were suggested, as in previous years, and recordings suitable for public meetings, school open days, and local broadcasts were also produced. *IBE — 37 N (94)*

Centenary of University of Melbourne In connection with the centenary of the University of Melbourne an appeal for funds has been launched, aiming to promote a widespread knowledge of the University itself and of its place in the community of Victoria. *IBE — 378 (94)*

Christmas Book Appeal The Children's Book Council in the state of Victoria, which was founded early in August, 1954, to promote the reading of suitable literature by children, can already record two successful ventures: the production of a book list to assist in the selection of books for children at Christmas, and the more spectacular Christmas Book Appeal. As a result of this appeal, every child between the ages of 5 and 16 living in the various institutions throughout Victoria received a suitable book for Christmas, chosen, as far as possible, in accordance with his or her personal taste, and inscribed with the name of each recipient. *IBE — 371.862 (94)*

AUSTRIA

Lectures on Children's Books The Ministry of Education has organized a series of lectures for teachers, librarians, social workers and other interested persons, providing information on children's books and the problems connected with them. Experts in children's

literature, teachers and publishers have collaborated in the lectures.
IBE — 371.862 (436)

BELGIUM

Ratification of the New School Law The new Belgian school law (Lex Collard) was ratified by the chamber of representatives on 13th June, and by the senate on 21st June, 1955. *IBE — 379.91 (493)*

Popular Education Denationalized Up till 1954, popular education (broadcasts, concerts, exhibitions, etc.) came under the jurisdiction of the Popular Education Service of the Ministry of Education. In view of the difficulties arising from a nationalized service (regulations, rigid accounts, long financial control), it has been decided to set up a more supple institution, subsidized and controlled by the government, to be known as the Association for Cultural Promotion. The two cultural communities in Belgium, French and Flemish, are to be represented on an equal footing, each with its own director. *IBE — 374 (493)*

Educational and Vocational Guidance Service The State psycho-medico-social centres and the recognised provincial, communal and private vocational guidance offices are now to be known as the "Educational and Vocational Guidance Service". The chief objectives are: (a) to carry out psychological examinations from the beginning of primary studies; (b) to ensure, in collaboration with the teachers, the psychological supervision of the pupils throughout the course of their studies; (c) to undertake educational and vocational guidance at the end of the primary studies and of compulsory schooling, as well as during later studies, whenever a new choice is to be made, such as at the beginning of apprenticeship, etc. *IBE — 377.92 — 377.94 (493)*

Speech Correction Two national commissions, one French-speaking and the other Flemish-speaking, have been established as permanent bodies to ensure correct language use. Their status is advisory and their purpose to establish a general plan and to suggest special lines of action for ensuring correct speech and, with this aim in view, to prepare measures for carrying out and coordinating such action. *IBE — 375.12 (493)*

Teaching of Spanish and Italian Secondary school pupils will henceforth have the possibility of choosing either Spanish or Italian as a fourth language of study on the same footing as German. *IBE — 375.13 (493)*

BRAZIL

Secondary School Enrolments Tripled Within the last fifteen years, enrolments at secondary schools in Brazil have tripled. Whereas in 1940 the total number of pupils enrolled was 170,057, by 1954 the number had risen to 535,775, representing an average increase of 26,000 pupils a year, and corresponding to a development five times as rapid as that of the population as a whole. During the same period, the number of secondary schools increased from 821 to 2,485. *IBE — 379.96 — 373 (81)*

**Thirty Thousand
Free Places**

Through the intermediary of the National Federation of Educational Establishments, the headmasters of the private schools in the country have offered 30,000 free places to boys whose financial situation would otherwise prevent them from having a secondary education. *IBE — 379.62 (81)*

**Volunteers for the
Literacy Campaign**

As a result of the appeal solemnly launched by the President of the Republic to all social classes in the country, political parties, armed forces, cultural organizations, trade unions and individual citizens, inviting them "to consider themselves in a state of general mobilisation against illiteracy", several distinctions will be offered to all those who actively participate in the campaign. Thus "every person who instructs at least five pupils during a year will be awarded a diploma; every person who instructs at least fifteen pupils will be awarded a diploma with distinction, and every person who, during at least a year, keeps fifteen literacy classes functioning will be awarded a diploma with distinction and will have his name inscribed in the book of honour of voluntary collaborators". *IBE — 379.635 (81)*

School Meals Service

The President of the Republic has decreed a national campaign for the benefit of the school meals service, aiming to encourage financial and technical aid for both public bodies and private initiative. This campaign should tend also to improve the nutritive value of the meals provided and to lower the cost price of the food products used in their preparation, by facilitating direct purchase from the producer, decreasing the cost of transport and, if necessary, making use of agreements of an international character. *IBE — 371.27 (81)*

Dramatisation at School

The Minister of Education and Culture of the Union of Brazilian States has appointed a committee whose duty it is to develop the production of plays in secondary schools. It will aim to encourage, coordinate, and create a demand for, the setting up of dramatic clubs among secondary school pupils. The committee is responsible not only for drawing up plans, but also for seeing that they are carried out. *IBE — 371.383 (81)*

CANADA**Developing Art Education**

An unusual aspect of art education in Canada is the use of radio programmes for teaching art. While employed to some extent in most provinces, this has received the greatest amount of attention in the Western provinces. The general pattern of such broadcasts is the presentation of a playlet or poem or story, followed by appropriate music, during which the pupils make a picture based on their interpretation of some aspect of the programme. Radio art programmes also include craft programmes, giving instruction in such crafts as puppetry, mask-making, potato or spatter printing. These radio programmes are designed for upper elementary and lower secondary grades.

A national body, The Canadian Society for Education through Art, has recently been formed for the encouragement and advancement of education through art in Canada. *IBE — 375.7 (71)*

Forestry Education

A course on the forestry industry was recently organized at Macdonald College for Women, in the Province of Quebec, in compliance with a request from the provincial Women's Institute to McGill University. As an introduction to the course, the students of Macdonald College visited the forestry enterprise belonging to the Canadian International Paper Company. *IBE — 373.52 (71)*

PEOPLE'S REPUBLIC OF CHINA**Teaching of Mandarin Compulsory**

The Ministry of Education has decided that the dialect spoken in Peking, known as *kouan houa* by the Chinese and the as Mandarin language by the Western nations, shall henceforth be the official language spoken throughout China, and that teaching in this language shall be compulsory and must begin immediately. *IBE — 375.1 (51)*

Higher Education

In 1954, there were, amongst other institutions of higher education, thirteen universities dispersed throughout the various districts of the country. The reorganization of technical education connected with the old universities has given rise to the opening of twenty polytechnical schools and to the establishment of twenty-six technological institutes (steel, geology, etc.) training engineers for these special branches. Higher education also includes twenty-nine schools of agriculture and forestry, seven institutes of economics and finance, four institutes for the study of political science and law, and two special schools in the North-East and at Sinkiang preparing students of the national minorities for the responsibilities of leadership with a view to developing culture in their districts. *IBE — 378 (51)*

DENMARK**Prolongation of Schooling**

A bill has been presented to parliament which would have the effect of prolonging the period of compulsory education from seven to eight years, and raising the school leaving age to 14 years. *IBE — 379.64 (489)*

Schooling for Handicapped Children

In the school year 1954-1955, nine out of every ten children in the town boroughs who were reported to be unsuited to follow instruction in the ordinary school classes were attending special classes; although the proportion in the rural boroughs was not so high, 64.7% of such pupils were in special classes. *IBE — 371.9 (489)*

ECUADOR**Journalism and Literary Campaigns**

Article 37 of the Recommendation on the Financing of Education, adopted unanimously by the delegates of the 65 countries represented at the XVIIIth International Conference on Public Education convened at Geneva by Unesco and the International Bureau of Education, reads as follows: "the immediate beneficiaries of certain educational programmes should, whenever possible, actively assist in their implementation; the press and

publishers, for example, might assist in literacy campaigns...". It is interesting to note that in this respect Ecuador can claim to be a forerunner since, for several years already, the General Union of Ecuadorian Journalists has played a leading part in the campaign against illiteracy. *IBE — 379.635 (861)*

FINLAND

Essentially Women's Professions

For many years education has been the same for boys and for girls at all levels. As a result, in practice all professions and callings are open to women; in fact, certain professions such as dentistry and language teaching have become almost exclusively exercised by women. *IBE — 376.1 (471)*

FRANCE

Accelerated Teacher Training

As a temporary measure and for a period lasting not longer than the school year 1959-1960, it has been decided to reduce to one year the professional training of student-teachers recruited after having passed the baccalaureate examination. At the end of this training year, the student-teachers will be regarded as probationary teachers, and they will be obliged for another year to supplement their professional training by practice teaching and directed supply work under conditions which will be fixed by decree. *IBE — 371.12 (44)*

Teachers and Agricultural Education

Seminars have been organized in agricultural schools for teachers who wish to take up post-school agricultural teaching. The purpose of these seminars, which will be held from 1st November, 1955, to 30th June, 1956, is to facilitate training for the post-school teaching certificate. Permanent and probationary in-service teachers who wish to become teachers of agriculture are eligible for training. *IBE — 371.12 (44)*

Teachers in Associated States

According to the *Journal officiel*, allowances for administrative charges and for lodging, as well as "differential" allowances will be awarded, according to circumstances, to national education staff (district inspectors, headmasters of lycées, primary school teachers, etc.) in service in the Associated States. *IBE — 371.15 (44)*

"Pairing" of Schools

The question of a "paired" school is raising controversy in France, the Association of Modern Language Teachers having spoken on several occasions against the Franco-English bilingualism. According to statistical data, it would seem that sixteen "pairings" have been carried out up to the present, twenty-two are being organized, fourteen are planned, and that fourteen French towns are looking for an English or an American town wishing to organize French lessons and regular contacts with the pupils of French schools. *IBE — 375.122 — 379.82 (44)*

Classes in the Snow

The first experiment of "classes in the snow" was attempted in 1953 when thirty-two pupils aged 12 to 13 years were taken into Savoy for a month. In 1954, 2,000 children from the neighbourhood of Paris passed a month in the winter sports districts. They were accompanied by their teachers and physical education masters and leaders. The daily time-table was as follows: ordinary lessons in the mornings, and skiing, walks and study in the afternoons. Observation of the pupils showed that school output doubled even amongst the laziest. Faced with these positive results, six million francs were set aside last year for this experiment. *IBE — 371.256 (44)*

Students "Ageing"

According to the results of an inquiry carried out by the University Bureau of Statistics, the proportion of students under twenty years of age decreased from 10.8% in 1951 to 8.7% in 1954, and that of young men in the age group twenty to twenty-four, from 61.2 to 56.4%. In contrast, the proportion of students aged between twenty-five and twenty-nine increased from 21.6% to 24.9%, and that of students over thirty years of age from 6.4% to 10%. On the whole, the average age of students, which in 1951 was twenty-two years and three months, rose in 1954 to twenty-four years and six months. *IBE — 378.24 (44)*

Doctorates in Education and Child Psychology Possible

The subjects recognised for a university doctorate now include education and child psychology, experimental and applied psychology, and social psychology. *IBE — 378.399 (44)*

Training of Documentalists

New courses have been organized for the training of documentalists by the French Union of Documentation Services and by the Institute of Documentary Techniques of the Conservatory of Arts and Crafts. The training of assistant documentalists comprises a year's study while that of documentalists preparing for a State diploma covers two years. *IBE — 378 (44)*

Protection of Children and Adolescents

The VIIth Congress of the National Union of Regional Child Welfare Associations was held from 22nd to 25th October, 1955, at Clermont-Ferrand. The first part comprised the study of the psychological bases of certain educational errors or inadequacies, while the second part was devoted to working and propaganda methods for obtaining the participation of families and informing the public. *IBE — 37 N — 362.7 (44)*

GERMANY

Teachers for Special Schools

According to a new regulation, drafted in furtherance of a recommendation of the Permanent Conference of Ministers of Education of the various *Länder*, men and women teachers in primary schools who hold the second teachers' certificate, and who are under forty-five years of age, may take a year's training for work in special schools. The first two terms will be devoted to theoretical courses at an Institute of Education, and the third term to handicrafts and gymnastics for special schools. *IBE — 371.19 — 371.9 (43)*

Swimming Tests

In North Rhine-Westphalia, no boy or girl of compulsory schooling age will be allowed to leave school without having obtained the swimming certificate meeting the minimum requirements of the German Lifesaving Society. *IBE — 375.831 (43)*

HUNGARY**Teachers' Salaries**

The Ministerial Council has passed a decree calling for a readaptation of primary and secondary school teachers' salaries. By the terms of this decree, the allowances for rural teachers have also been increased, as well as the rate for complementary courses, etc. The State grants to teachers in denominational schools have been increased by 20%. *IBE — 371.15 (439)*

**Smallholdings
for Teachers**

By a decision of the Ministerial Council, all village teachers who wish may obtain a smallholding, of roughly one-and-a-half to three acres of land, for a vegetable garden. *IBE — 371.15 (439)*

Comenius School

On 21st May, 1955, the training college for Slovak-speaking teachers, at Budapest, was solemnly inaugurated and given the name of the Jan A. Komenský School. *IBE — 371.121 (439)*

INDIA**Counterbalancing
Specialisation by
General Education**

Vice-chancellors of the Indian universities recently met in Srinager, Kashmir, for a two-day conference to formulate an outline of a scheme of general education to be introduced into the universities. The results of the scheme will be to decrease the amount of specialization now being undertaken. In future, students specializing in science and arts will take general education courses "to develop varied interests". Such courses will be optional and not subject to examination. *IBE — 738 (54)*

**Regional Language as
Medium of Instruction**

With the opening of the 1955-1956 academic year, Gujarát University at Ahmadabad, Bombay, is to use the regional language, Gujaráthi, instead of English as the medium of instruction. *IBE — 378 — 375.12 (54)*

**Compulsory Social Service
for Students**

In Mysore state, social service for a minimum period of six months has been made compulsory for securing a degree or diploma. By a recent government order all school authorities have been required to include manual labour in the weekly time-tables and to organize social service camps for about two weeks in a school year, thus making manual labour and social service an integral part of education at all stages. In Bihar, under the auspices of the Social Workers' Training Institute, a course in adult education and another in craft and cultural activities have been organized. *IBE — 377.3(54) — 378 (54)*

IRELAND

Shortage of Teachers and Married Women Teachers Representatives of the Irish National Teachers' Organization and of the Clerical Managers' Association have asked the Minister of Education for the Republic of Ireland to discuss with them the shortage of teachers in the primary schools of the country and to consider the possibility of removing the ban on married women teachers as one means of overcoming the shortage. *IBE — 371.1 — 371.191 (415)*

ITALY

Developing Primary Education The General Directorate of Primary Education has drawn up a general plan (Plan P) for the improvement of primary education. The improvements suggested make provision for : (a) observance of compulsory education ; (b) the establishment of 4th and 5th classes in those schools where they are lacking ; (c) raising the school leaving age from eleven to fourteen years ; (d) re-organizing the educational centres and arranging a better topographical distribution of schools ; (e) organizing school social and health services ; (f) improving the professional training of teachers ; (g) improving the building and equipment of schools. The work will be extended over four years, beginning in the current school year with six " test provinces ". *IBE — 371.42 (45)*

Teacher Training Courses As an experiment, courses for the training of teachers for mathematics and scientific subjects were started in the Universities of Florence and Rome. *IBE — 371.124 (45)*

Courses for Itinerant Workers Special courses have been organized in the districts of Rieti, Cuneo and Vercelli for the benefit of certain types of itinerant workers (woodcutters, miners and fishers, etc.), the location of the courses being changed to accord with the residential changes necessitated by the work. *IBE — 374.6 (45)*

JAPAN

Women University Students There are now three times as many women students in the Japanese universities as there were in 1947, according to the latest statistics available. *IBE — 376.1 — 378 (52)*

MEXICO

National Autonomous University The President of the Republic recently inaugurated the National Autonomous University of Mexico in the amphitheatre of the Faculty of Letters in the University City. In all more than 30,000 students enrolled in the various schools and faculties where they can prepare for one or other of the 57 careers provided for in the programme of studies. *IBE — 378 (72)*

Students Collaborate in Popular Education Since the month of October 1954, more than fifty university missions have toured the towns and villages of the states of Tlaxcala, Puebla and Mexico, thus enabling more than 16,000 persons to benefit by the popular education campaign. These missions, composed of students, held their meetings on Sundays so that the studies of the "missionaries" would not suffer from their social activity. They claim to have set up five public libraries, established health committees in seven districts, shown a hundred and fifty educational films, and given many talks, theatrical shows, song and dance meetings, etc. *IBE* — 374 — 378.8 (72)

Popularity of Foreign Languages The results of a recent study show that 42% of secondary school pupils can speak a foreign language, particularly English. It is believed that after Cuba and the Republic of Panama, Mexico occupies the third place with regard to knowledge of a foreign language in America. This interest for the study of languages is largely explained by the development of commercial, technical and tourist relations. *IBE* — 375.13 (72)

NETHERLANDS

Nursery-infant Mistresses Trained at University As a result of a legislative ruling concerning the development of pre-school education, the teacher training department of the University of Amsterdam has decided to introduce a course for the training of future nursery-infant staffs. The course, which will probably cover two years, will be open to qualified nursery leaders, social welfare assistants, and mistresses in various types of institutions and boarding schools, etc. *IBE* — 371.12 — 372.21 (492)

Technical Trade School A new type of school, to be known as a "technical trade school" has been established at Leyden. It will be open to boys who are particularly gifted for practical work but for whom the theoretical courses of the ordinary technical school are too difficult. *IBE* — 373.5 (492)

PAKISTAN

Educational Progress in Sind The government of Sind opened 471 more educational institutions throughout the province during the year 1954-1955, and introduced compulsory primary education in 39 out of the 60 administrative districts (*talukas*). Over 3,000 scholarships of the total value of 150,000 rupees were awarded to primary school pupils. Urdu was included in the curriculum of Sindhi primary schools from the fifth standard and Sindhi in Urdu schools from the third standard. Grants-in-aid, totalling 632,700, were made to aided secondary schools and a million rupees were spent on government secondary schools. *IBE* — 37 A (549)

Development of Higher Education Established in 1951, the University of Karachi is now imparting education in almost all branches of knowledge, and is receiving regular grants from the government. Already the need for extra buildings has been felt and, in consequence,

1,200 acres of land have been added to the university area. Plans for new buildings are well under way, and money has been allocated for the construction of two hostels, one for men and the other for women students. At Khaipur, a fully-fledged degree college began to function recently. *IBE — 378 (549)*

Women's College More than 500 women are now enrolled at the Central Government College for Women in Karachi, which was established in 1949. The college provides teaching up to B.A. and B.Sc. standards for both medical and non-medical groups. *IBE — 378 — 376.1 (549)*

SALVADOR

Exchanges with Mexican Schools The school cooperatives of Salvador have come to an agreement with similar institutions in Mexico, whereby the former furnishes seeds in exchange for the school supplies sent by the Mexican cooperatives. *IBE — 371.386 (728.4)*

SPAIN

Structural Changes in the Ministry of National Education Several modifications in the law governing the Ministry of National Education are contemplated by a recent ordinance. In addition to the general directorates corresponding to the various levels of education, the Ministry will in future include a general technical secretariat, a commissariat for cultural extension (popular culture, educational broadcasts and films, etc.) and a commissariat for school welfare and social assistance (scholarships, aid for pupils and teachers, etc.). *IBE — 379.2 (46)*

Technical Secretariat of the Ministry of National Education A new body, known as the General Technical Secretariat, has been set up for study, technical assistance and planning. Its duties include: (a) the preparation of technical reports and plans for legislative regulations; (b) inquiries and statistical studies on social questions connected with school problems; (c) the centralisation of bibliographical and documentary material derived from exchanges with national and foreign institutions; (d) the publication of the Ministry's documents; (e) relations with national and international institutions dealing with educational, scientific or cultural questions. *IBE — 379 — 379.3 (46)*

Special Training College for Secondary Teachers The official journal of the Ministry of National Education has published a regulation establishing a special training college for secondary school teachers, within the framework of the "educational guidance centre" (see Bulletin No. 116). The object of the training college is to raise the scientific and educational level of secondary teachers by organizing training and further training courses for them. *IBE — 371.123 (46)*

Promoting Studies Abroad In view of the fact that the pre-university course stresses the importance of the knowledge of languages and the understanding of other countries and their culture, it has been decreed

that Spanish students may follow this course in educational establishments abroad recognised by the Ministry of National Education for Spain and which, being situated either in Europe or America, use German, French, English, Italian or Portuguese as a medium of instruction. The certificate awarded by the foreign institution will enable the students to sit for examinations on the same footing as those students who have completed their studies in Spain. *IBE — 378.25 (46)*

"Selected" and "Approved" Textbooks The decree on textbooks for secondary schools states that the Ministry will periodically organize competitions for the selection of textbooks. The task of classifying the works presented into three categories: selected, approved and refused, will fall to the "Textbook Selection Technical Commission" set up within the Ministry of National Education. Secondary teachers may choose freely from among the textbooks classified in the first two categories, provided that no change be made to their choice for the next four years. *IBE — 371.329 (46)*

SWEDEN

School Camp Housed in a Train During the summer of 1955, two senior secondary school classes from Stockholm experimented with a new type of school camp. A special second class train comprising couchettes for pupils and teachers (some coaches even having a shower), a restaurant coach, a salon with work tables, and a goods van for luggage and bicycles, took them about 500 kilometres south of Stockholm, in the Skane district. The train stopped early in the morning at a station, thus enabling pupils and teachers to tour the country in groups, visit historical monuments, and observe the floral and fauna, etc. In the afternoon all returned to their itinerant home, wrote up their reports, and during the night set out for a new destination. *IBE — 371.255 (485)*

SWITZERLAND

Swiss House in the Pestalozzi Village In future (thanks to an anonymous gift), a Swiss house at Trogen will be able to receive in turn, for two or four weeks at a time, classes of Swiss schoolchildren who have reached their last primary or secondary school year. Each morning the visitors will follow their regular school programme, and in the afternoon join in the international activities of the Pestalozzi village. *IBE — 377.33 — 371.256 (494)*

Interclass Exchange A class from a mixed secondary school in the German-speaking part of Switzerland has undertaken to exchange its thirty pupils with a class in the French-speaking part. This exchange will enable each group to study intensively for a fortnight the language which to the group is foreign, namely French and German respectively. The families concerned will agree to the exchange of their children so that only the cost of the journey will fall on the parents. *IBE — 375.13 (494)*

**Jubilee of an
Educational Journal**

In the spring of 1955, *Schweizerische Lehrerzeitung*, the organ of the Swiss Teachers' Society, celebrated the centenary of the publication of its first issue. On this occasion a special edition commemorating the event was published. *IBE — 37 F (494)*

U. S. S. R.**Administrative Measures**

The Ministries of Education of the constituent republics of the U.S.S.R. have carried out a number of measures aiming to improve administration in the field of public education. Though the administrative staff was reduced, closer contacts were established between public education agencies and the schools, and the rights of local boards of education were extended. *IBE — 379 (47)*

**University Trained
Teachers**

Among the measures taken to ensure a sufficient number of teachers to meet the needs arising out of the generalisation of secondary education, both junior and senior stages, is the decision to appoint 80% of the graduating class of all universities to teaching posts in schools. The application of this measure will make it possible, among other things, to provide all schools, from the fifth grade onwards, with teachers who have completed a university training. *IBE — 371.124 (47)*

Educational Research

The practical examination of new study plans and time-tables is part of the research work undertaken by the U.S.S.R. Academy of Educational Sciences. The following problems form the nucleus of this work: (a) determination of the content and teaching methods of "polytechnical" teaching in secondary schools; (b) research into the theoretical bases permitting the content and methods of general culture to be improved, in connection with the introduction of new curricula, time-tables and textbooks; (c) organization and educational role of communities of schoolchildren. *IBE — 37 P (47)*

**Growing Importance
of Practical Work**

The new curricula for secondary schools show a considerable increase in the amount of laboratory and practical work included in the teaching of physics, chemistry, biology, geography and mathematics. This tendency is particularly noticeable at the senior stage (grades 8 to 10). Extra-curricular activities in the same schools are also being intensified with the object of drawing schoolchildren into social-productive labour. *IBE — 371.38 (47)*

**Success of Art
Exhibitions**

Since 1946, the U.S.S.R. has organized an annual art exhibition of children's work on a national scale. The ninth of these exhibitions, held in 1955, comprised more than a thousand drawings, sculptures and works of decorative and applied art done by schoolchildren. Recently selections of this work have been displayed in China, India, France, Japan and Canada. *IBE — 37 L — 375.72 (47)*

School "Spartakiade"

The second school sports tournament (*spartakiade*), for pupils from the general and vocational schools throughout the Soviet Union, was held at Kiev in August, 1955. The competitions included

track and field athletics, gymnastics, swimming, marksmanship, cycling, basketball and volleyball, etc. *IBE* — 371.73 (47)

UNITED KINGDOM

More Secondary School Buildings Needed In preparation for the great increase in secondary school enrolment expected during the next few years, the London County Council have announced that by September, 1956, sixteen large new county secondary schools are due to be completed, each with places for 900 to 2,000 pupils. Between them these schools will provide 21,100 places at a cost of £6,290,000. In addition to these new schools, other schools are being extended and seven new voluntary schools are also expected to be finished by the end of the year, thus making another 1,830 secondary school places available. *IBE* — 371.6 — 373 (42)

More Technical Teachers to be Trained One result of the report made to the Minister of Education by the National Advisory Council on the Training and Supply of Teachers is that the output of the three colleges for the training of teachers of technical subjects is to be increased from 270 to 350 a year. The report stated that local education authorities expected to require about 2,700 additional teachers in their technical colleges by 1958-59, and this figure may well be exceeded if the additional volume of building forecast continues at the proposed rhythm. *IBE* — 373.54 — 371.12 (42)

Equal Pay in the Isle of Man The Isle of Man Board of Education has approved the adoption by the Isle of Man Education Authority of equal pay for men and women teachers. The scheme will operate as from 1st May, 1955, and is similar to that adopted by the Burnham (Main) Committee for England and Wales. *IBE* — 371.15 (42)

Secondary Technical School for Deaf Boys A new residential school providing a secondary education with a technical or art bias for profoundly deaf boys was opened in September, 1955, near Walton-on-Thames. The school, which is the first of its kind in the country, is under voluntary management but is recognized by the Ministry of Education. It can accommodate about thirty boys over the age of 11 years. Those selected must have achieved some command of language and have learned to use speech as their normal means of communication. It is hoped that after spending a few years at the school some of the pupils will eventually take their place in technical schools, technical colleges, or colleges of art. *IBE* — 371.912 — 373.54 (42)

New Faculty Buildings The laying of the foundation stone in May, 1955, of a new Faculty of Letters building marks the beginning of a scheme to transfer the whole of Reading University from its present site to the 300-acre Whiteknights Park estate, acquired in 1947, on the southern outskirts of the town. The university authorities intend to preserve the natural beauty of the parkland site and, consequently, the new buildings have been planned with this object in view to meet future as well as present needs. *IBE* — 378 — 371.6 (42)

**Visits to Art
Galleries and Museums**

The Minister of Education has asked local education authorities to make a grant for travelling expenses to enable students at art schools in remote places to visit art galleries and museums so that they shall not be deprived of the chance of seeing original works of art. The Minister has also asked the authorities to buy works of art so that each art school can build up its own small stock. *IBE — 375.72 — 379.67 (42)*

**Schools and the
•Highway Code**

As an aid in connection with training for road safety, the Ministry of Transport has made available one million copies of the new Highway Code to the Ministry of Education for England and Wales and the Scottish Education Department for free issue to schools. *IBE — 375.831 (42 & 41)*

Children's Museum

Edinburgh Corporation has recently opened a small museum entirely devoted to the child. It aims to collect, arrange and preserve everything connected with childhood: toys (both "key" toys and seasonal toys), games, dolls, children's costumes, books, nursery articles, etc. *IBE — 37 L (41)*

UNITED STATES

**General Culture
Versus Specialisation**

According to the report presented by the delegate of the United States government to the XVIIIth International Conference on Public Education, the movement known as "general education" continues to gain momentum in colleges and universities of all types. An increasing number of such institutions now have a curricular arrangement affording the student, usually during the first two collegiate years, an acquaintance with broad subject-matter areas, such as the humanities, the social sciences, the natural sciences, and the communication arts. *IBE — 373.2 — 378 (73)*

**Mothers and the
Teaching Profession**

In order to counteract the shortage of teachers, Aurora College, Illinois, has planned a series of courses to enable college graduates to qualify for the Illinois teaching certificate. Candidates meeting the state educational requirements, except for the professional teacher education course will attend classes for approximately eight hours a week from October, 1955, to the end of June 1956. The time schedule will be planned to meet the needs of the participants, especially mothers with children of school age, prepared to teach in their home districts. A group of twenty-five to thirty participants will be organized as a special class, and instruction will be planned to take advantage of the maturity and experience of an adult group. *IBE — 371.12 (73)*

**Sociology and
Parent Education**

A gift from the Russell Sage Foundation has enabled the Child Study Association to authorize Dr. Orville G. Brimm, of the Sociology Department of the University of Wisconsin, to undertake a three-year survey of the relationships between the social sciences and parent education. As part of this survey he will

direct the research into parent education undertaken by the Sociology Department of the Graduate School of Arts and Science of the University of New York. *IBE* — 370.47 — 371.025 (73)

**Attraction of
College Education**

The annual report of the president of the Carnegie Foundation calls attention to the many problems arising out of the increasing enrolment in colleges in America. According to this report, some 30% of all American boys and girls now enrol for college education at the age of 18 years; this figure compares with 18% in 1940 and 12% in 1930. *IBE* — 373 (73)

**Doctors' Theses
Quadrupled in Ten Years**

According to the volume "Doctoral Dissertations accepted by American Universities", the number of doctoral theses registered in the United States in 1953 was 8,604. Ten years ago only 2,117 were so registered. Of the 199 universities, 43 require the thesis to be presented in printed form, and 41 accept microfilms. *IBE* — 378.399 (73)

**Cost of Comic Books
for Children**

A report published by the University of California states that a thousand million copies of comic books are sold each year in the United States, the outlay thus involved being four times the combined yearly book budgets of all public libraries in the country, and exceeding the total annual amount spent on textbooks in all the nation's primary and secondary schools. *IBE* — 371.863 (73)

**Fewer Child Victims
of Road Accidents**

Although road accidents are increasing in number, the number of deaths in the 5-14 age group due to accidents dropped from 30.3 to 21.4 per 100,000 population during the period 1943 to 1953, and the number of traffic deaths from 11.5 to 7.1 per 100 million vehicle miles of travel. The efforts of the NEA National Commission on Safety Education have been directed towards bringing about a further reduction. Established in 1943, the Commission has issued over 30 major publications, and held national conferences on school transportation, driver education, and other phases of safety education in schools, colleges, and universities. It has outlined a programme to provide further safety education as an integral part of the school curriculum, dealing particularly with traffic safety, safety in the school environment, and fire safety. *IBE* — 375.31 (73)

INTERNATIONAL EDUCATIONAL ACTIVITY

**Inter-university
Conferences**

Ninety-six rectors and vice-chancellors (or their accredited representatives) of universities in fifteen European countries met recently at Cambridge, England, in July, 1955, to discuss their common problems. The conference agenda included the following topics: (a) specialization and general culture; (b) autonomy and independence of universities; (c) the selection, training and welfare of students; (d) the university and the community. In August, 1955, a British Commonwealth Inter-university Conference was held in Melbourne, Australia. *IBE* — 378 — 37 N

**International Seminar
on Education**

Sixty-four young teachers representing seventeen countries took part in the international seminar on education, which was held in Esbjerg, Denmark, for the purpose of examining a certain number of current educational problems, especially the aims of education, the role of psychology in education, discipline, home and school, and the training of teachers. *IBE — 37 N*

**New Education
Fellowship**

Mr. K. G. Saiyidain, educational adviser to the government of Bombay, has succeeded Mr. Carleton Washburne, the well-known American educationist, as president of the New Education Fellowship. The appointment will have to be confirmed by the International New Education Conference due to be held in the Netherlands in 1956. *IBE — 37 P*

**International
Students' Conference**

The International Students' Conference, which met in Birmingham, and at which some fifty countries were represented, decided to organize a conference on international tours in connection with student tours. The international identity card will be modified, and an international exchange fund established. *IBE — 37 N — 378.7*

World Children's Day

This year, the central theme of the World Children's Day, organized under the auspices of the International Union for Child Welfare on 3rd October, 1955, was "The Duty to protect the Child regardless of all considerations of Race, Nationality or Creed", in conformity with Article 1 of the Declaration of the Rights of the Child, commonly called the "Declaration of Geneva". *IBE — 37 N*

**International Centre
for Children's Films**

A meeting of experts was recently convened by Unesco, at Edinburgh, to discuss a proposal for the setting up of an international children's film centre. The experts included representatives of the International Federation of Film Producers Associations, the International Union of Cinema Exhibitors, the International Cooperative Alliance, the International Council of Women, the International Union for Child Welfare, the League of Red Cross Societies, and the New Education Fellowship, and observers attended from three international church organizations. *IBE — 371.364 — 778.53*

**Second World Congress
of the Deaf**

The World Federation of the Deaf was founded in 1951. One of its aims is to collect and exchange information on the education and vocational rehabilitation of the deaf and the deaf-and-dumb in all countries and to make recommendations to international organizations and to governments with the object of alleviating this problem. The various committees of the Second World Congress of the Deaf, which met in Zagreb during August, 1955, dealt with the questions of organization, and modern medical, educational, vocational and social rehabilitation of the aurally handicapped. An international exhibition was also organized within the framework of the Congress. *IBE — 37 N — 371.912*

Educational Planning In approximately one in three of the countries participating in an inquiry undertaken by the International Bureau of Education, there are long-term plans for financing education, varying between three and ten years (the most frequent being five years, specially for school building and school equipment programmes, the development of one or other level of education, or adult education. *IBE* — 379.8 — 379.32

RECORDED, 25 YEARS AGO, IN Nos. 16 AND 17 OF THE BULLETIN OF THE INTERNATIONAL BUREAU OF EDUCATION

— In order to alleviate the shortage of young teachers, certain Swiss cantons introduced the system of *Lernvikariat* which permits them to appoint, as assistants, teachers who have recently completed their training but who have been unable to find teaching posts. (French edition only.)

— In the United States, mention was made of the inauguration of an entirely original type of holiday camp of an international character in the Adirondacks. The camp was open to young women from all countries who had attended a university in the United States as well as to American women students.

— The Minister of Health and the President of the Board of Education addressed a circular to the Local Education Authorities appealing to them to consider the provision of nursery schools for children between 2 and 5 years old, where they can be tended, washed, fed and taught.

— After eight months' work the ministerial committee on "Overwork in Schools" established in France recommended that the time devoted each day to school work (but not in school) should be considerably decreased and that the syllabuses should be modified so as to provide a longer time for worth-while leisure, in other words, that only "a reasonable amount" of homework should be set. (French edition only.)

— In order to counteract excessive intellectualism, the German Ministry of the Interior proposed that all the school authorities of the Länder should recognise the equivalence of the school leaving certificate of the elementary school of 10 years, the leaving certificate of the Prussian *Mittelschulen*, and the certificate of the vocational schools following the elementary schools, with the higher certificate of the secondary *Obersekunda*.

— As a result of a grant made by the Carnegie Corporation, for the purpose of stimulating and assisting educational investigations and researches in Australia, the Australian Council for Educational Research, representing the whole of the Commonwealth, was established in Melbourne.

II. BIBLIOGRAPHY

In order to facilitate the card index classification of these book reviews by educational libraries and educators, we are prefixing each with a decimal number and a subject heading, drawn up in accordance with the "Plan for the Classification of Educational Documents" used by the Bureau. All the books mentioned below can be consulted in the International Education Library.

37 A (42) EDUCATION IN ENGLAND

ARMFELT, Roger. *The Structure of English Education*. London, Cohen & West Ltd., 1955. 207 p. — A concise survey of the English educational system, containing a summary of the last great Education Act and explaining the division of powers between the central and the local administration, the position of the voluntary and independent schools, and the present provisions for religious instruction in State schools. It contains also chapters on the recruitment, training and status of teachers, and on auxiliary services, finance, etc. (IBE)

37 A (42) EDUCATION IN ENGLAND — 370.47 SOCIOLOGY AND EDUCATION

DENT, Harold. *Educazione in trasformazione*. Studio sociologico degli effetti della guerra sul sistema educativo inglese (1939-1944). Firenze, La Nuova Italia, 1955. 294 p. (Educatori antichi e moderni). — Translation into Italian of a book published in 1944, under the title of "Education in Transition" (see Bulletin No. 71) by Kegan Paul, Trench, Trubner Co., London. (IBE)

37 A (73) EDUCATION IN THE U.S.A. — 373.5 (73) VOCATIONAL EDUCATION (U.S.A.)

CONQUET, André. *Aspects de l'éducation aux U.S.A.* Paris, "Les enfants et les hommes" (1953). 314 p. tabl. graph. — Brief and concrete information, by the Director General of the Paris Chamber of Commerce workshop schools, on education and vocational training in the United States; structure and special features of American education; differences between educational aims in France and in the United States; study of particular aspects, such as salesmanship, home economics, etc.; organization and curricula of certain schools; role of specialised educational associations; current problems, adult education, etc. As an appendix an account of a study carried out by the Commerce and Industry Association of New York. (IBE)

37 A (92) EDUCATION IN INDONESIA — 379.61 (92) COMPULSORY EDUCATION

HUTASOIT, M. *Compulsory Education in Indonesia*. Paris, Unesco, 1954. 112 p. tabl. app. (Studies on Compulsory Education — XV). — A study by the Secretary-General of Education for the Republic of Indonesia on the manifold problems arising from the introduction of compulsory education in his country: I. Indonesia: the background; II. The history of education in Indonesia; III. Education in Indonesia today; IV. Preparing for compulsory education. Conclusions. (IBE)

37 B HISTORY OF EDUCATION

MAYER, Max. *Geschichte der abendländischen Erziehung und Bildung*. Ein Grundriss. Freiburg i.B., Herder, 1955. 212 p. bibl. — History of pedagogy, in relation to the people's culture, from antiquity to the present day: education and culture of the ancient Orientals (India, Assyria, Persia, Egypt, Palestine), Greece, Rome, early Christendom; in the Middle Ages (monastic schools, cathedral schools, girls' education, knights' education, urban schools, universities); in modern times

(Renaissance and humanism, Reformation, educational realism, neo-humanism, Goethe and romanticism, Pestalozzi, Herbart, development of popular education, higher education, girls' education, special education, the century of techniques, 20th century education). (IBE)

37 B (73) HISTORY OF EDUCATION (U.S.A.)

BUTTS, R. Freeman & CREMIN, Lawrence A. *A History of Education in American Culture*. New York, Henry Holt, 1955. 628 p. bibl. — History of education in the United States, divided into four periods: (1) the colonial foundations of American education (1600-1779); (2) from the Revolutionary War to the Civil War (1779-1865); from the Civil War to World War I (1865-1918); from World War I to the middle of the 20th century (1918-1950). Social institutions, forces and trends that shaped education; intellectual, philosophical, psychological, religious, and scientific outlooks that influenced education; educational points of view of each period; actual practices in education relative to administration, control, curriculum and methods. (IBE)

37 B HISTORY OF EDUCATION

OTERO ESPASANDIN, J. *Historia de la educación*. Buenos Aires, Editorial Atlántida, 1948. 264 p. — A detailed historical account of Egyptian education up to the Renaissance, and a more condensed summary from that time to the beginning of the 20th century. The author divides the latter section into four stages each with a characteristic trend: (a) realistic, (b) nationalistic, (c) psychological, (d) biological, sociological and psychological. (IBE)

37 B (54) HISTORY OF EDUCATION (INDIA)

MOOKERJI, Radha Kumud. *Ancient Indian Education* (Brahmanical and Buddhist). 2nd ed. London, Macmillan & Co., 1951. 656 p. ill. phot. ind. — A very thorough and well documented study of the contribution made by Hindu thought to both educational theory and practice, based on Brahmanical and Buddhist literature and illustrated by photographs and line drawings of old Indian sculpture and painting. The first part is devoted to Vedic, Rigvedic, and neo-Vedic education, Sutra philosophy, etc., the legal aspect of education, industrial and vocational education, and typical educational institutions and centres during the Brahman period. The second part concerns Buddhist education, dealing with the background, system, discipline, residence, instruction, industrial education, education according to the Milinda-Pañha and as described by the Jatakas, education in the 5th century (account of the Chinese pilgrim Fa-Hien), education in the 7th century (account of Hiuen Tsang and of I-tsing), and the universities. (IBE)

37 C BIOGRAPHIES — 370 THEORY OF EDUCATION

LORDKIPANIDZE, D. O. *Pedagoghitcheskoie outchenie K.D. Ouchinskogo*. 3rd ed. Moskva, Gossoudarstvennoe outchebno-pedagoghitcheskoe izdatelstvo Ministerstva prosvetcheniia R.S.F.S.R., 1954. 368 p. app. bibl. (Akademiia pedagoghitcheskik naouk R.S.F.S.R.). — Ouchinsky's doctrine (1823-1871), his philosophical, economic and social ideas, especially his theory of education, psychological motivation of study and instruction, and moral education. Influence of Ouchinsky on his Russian, Georgian and other followers. In an appendix, letters concerning Ouchinsky's travels in Switzerland. (IBE)

37 E REFERENCE BOOKS — 37 P EDUCATIONAL INSTITUTIONS — 378 HIGHER EDUCATION

The World of Learning 1955. 6th ed. London, Europa Publications Ltd., 1956. 1026 p. ind. — Reference book comprising: (a) an introductory section devoted to Unesco, its origins, aims, functions and organization, recent activities and future plans; a list of the principal international scientific, educational and cultural organizations, with brief statements of their objects and the names of their chief officers; (c) detailed information, in alphabetical order of countries, relative to academies, learned societies, research institutes, libraries and archives, museums and art galleries, universities, colleges and technical institutes throughout the world; (d) index of institutions. (IBE)

37 E EDUCATION DICTIONARIES

- Lexikon der Pädagogik. IV. Band "Schlaf-Zynismus".** Herausgegeben vom Deutschen Institut für wissenschaftliche Pädagogik, Münster, und dem Institut für vergleichende Erziehungswissenschaft, Salzburg. Freiburg i.B., Herder, 1955. 1094 p. ind. — Fourth and last volume of the education dictionary published by the German Scientific Education Institute and the Institute of Comparative Education in Salzburg, with the collaboration of a group of educationists and specialists. It contains about 700 articles dealing, among other things, with comparative education, soviet education, and education in Sweden, Switzerland, Spain, Czechoslovakia and the United States. It is completed by an index comprising 16,500 key words and proper nouns bearing on all four volumes of this dictionary. (IBE)

37 G (494) YEARBOOKS — 37 A (494) EDUCATION IN SWITZERLAND — 37 D (494) BIBLIOGRAPHIES (SWITZERLAND)

Archiv für das schweizerische Unterrichtswesen. 40. Jahrgang 1954. Mit Unterstützung des Bundes herausgegeben von der Konferenz der kantonalen Erziehungsdirektoren. Frauenfeld, Huber, 1955. 168 p. tabl. — In addition to the usual headings (educational activity in 1953-1954, school laws and regulations, Swiss educational literature, conference of the Directors of Education, etc.), this 40th volume contains studies on domestic science teaching in the canton of Schaffhausen (Th. Wanner); primary school leaving classes (K. Stieger); Vaudois schools (E. Giddey); Swiss universities (A. Roemer); the centenary of the Federal Polytechnical School (B. Galli). (IBE)

37 N INTERNATIONAL CONFERENCES

XVIIIth International Conference on Public Education 1955. Paris, Unesco; Geneva, International Bureau of Education, publication No. 167. 134 p. — Sixty-five countries sent delegations to this conference—convened in July 1955 by Unesco and the I.B.E. The fourteen meetings were devoted to the discussion of the reports on educational progress in each country and to the drafting of two recommendations on: (a) the financing of education (a problem which was studied for the first time on a world-wide scale); (b) the teaching of art in primary and secondary schools. In addition to the proceedings of the meetings, the present volume contains the text of the two recommendations adopted and also that of the introductory reports on these two subjects. (IBE)

370 THEORY OF EDUCATION

TOLSTOI, L. N. Pedagoghitcheskie sotchinenia. 2nd ed. Introduction by V. A. Veikchan. Moskva, Gossoudarstvennoe outchebno-pedagoghitcheskoe izdatelstvo Ministerstva prosvechcheniia R.S.F.S.R., 1953. 442 p. bibl. — Collection of articles covering three periods of educational activity by Tolstoy: 1859-1860 (from the periodical "Iasnaja Poliana"); 1870-1876 ("Alphabet", "Reading books", etc.); 1880-1910 (letters and articles, specially dealing with morals). Criticism of the official schools both in Russia and abroad, the teacher's task being to develop the child's personality, to arm him with the knowledge and habits necessary for true living, and to stimulate his creative faculties. (IBE)

370 THEORY OF EDUCATION

BOUKANOV, N. F. Izbranniya pedagoghitcheskie sotchinenia. Introduction by Prof. V. Z. Smirnov (40 p.). Moskva, Izdatelstvo akademiï pedagoghitcheskikh nauk R.S.F.S.R., 1953. 412 p. bibl. — The author advocates intellectual and moral culture, rational discipline (in place of corporal punishment), mixed schools and freedom in education; he also defines the subject matter taught and the methods to be employed, the role of psychology, the moral influence of educationists, refresher courses and educational conferences, the aim of which should be the general humanisation of education rather than the study of techniques. (IBE)

370 THEORY OF EDUCATION

MONTAIGNE, Sull'educazione (Scelta dai saggi). 3rd ed. Firenze, Felice Le Monnier, 1954. 82 p. — Translation into Italian by G. Alfieri Todaro-Faranda, of a selection of Montaigne's essays concerning education, preceded by an introduction on the life and work of the great French thinker. (IBE)

370.3 PHILOSOPHY OF EDUCATION

BROUDY, Harry S. **Building a Philosophy of Education**. New York, Prentice-Hall, 1954. 480 p. bibl. (12 p.). — A critical study of educational problems, serving as a guide for students of education enabling them to treat the problems philosophically. Under the general heading of "Man, Society, and the School", the author systematically studies a number of problems such as the definition of education, its aims, its place in the social order, the curriculum, methodology, etc., while in the rest of the volume he examines "Values in the Educational Enterprise", from the point of view of education and values, economic, health and recreational values, associational values, aesthetic values, moral values and religious values. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 371.43 NEW EDUCATION

DEWEY, John. **Il mio credo pedagogico** (Antologia di scritti sull'educazione). Firenze, La Nuova Italia, 1954. liii & 268 p. — A translation of some of the best known passages of the pioneer of the new education in America, annotated and preceded by an introduction on Dewey's educational ideas by Lamberto Borghi. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 377.345 COMMUNIST EDUCATION

MAKARENKO, A.S. **O kommunisticheskom vospitanii**. Izbrannie pedagogicheskoe proizvedeniia. Moskva, Gosoudarstvennoe outchebno-pedagogicheskoe izdatelstvo Ministerstva prosvechtcheniia R.S.F.S.R., 1952. 536 p. bibl. — The author believes that soviet education is essentially humanistic which excludes both the standardisation of the individual and his separation from the community. This system demands a prolonged schooling and constant further training on the part of the teacher. (IBE)

370.45 BIOLOGY AND EDUCATION — 370.47 SOCIOLOGY AND EDUCATION

Das pädagogische Milieu. Vorträge des XIX. pädagogischen Ferienkurses der Universität Freiburg. Freiburg, Schweiz, Universitätsverlag, 1954. 222 p. bibl. (Arbeiten zur Psychologie, Pädagogik und Heilpädagogik, Band 6). — Reports presented, in German or in French, to the 19th vacation course (1953) organized by the University of Fribourg, around the general theme "The Educational Environment". I. Biological limitations: heredity and man's intellectual development (J. Gander); are we moving towards a new scientific theory of heredity? (J. Thurler); II. Psycho-social structure: problems at the basis of a socio-psychological study of the environment (A. Busemann); considerations of some current problems of educational sociology (A. Kriekemans); III. The educational situation: possibilities and limits of the organization of an educational environment (L. Dormann); character and requirements of the educational environment (G. Pfulg). IV. Results of remedial education: how to eliminate the results of harmful surroundings (J. Brunner); re-education and environment (C. Kohler). (IBE)

370.45 BIOLOGY AND EDUCATION — 370.46 EDUCATIONAL PSYCHOLOGY

HAVIGHURST, Robert J. **Developmental Tasks and Education**. 2nd ed. New York, London, Toronto, Longmans, Green & Co, 1952. 100 p. — Revision of a pamphlet published in 1948 briefly giving the author's views on human development and education. The "developmental task" concept seeks to balance individual needs with the needs of society and it therefore occupies a middle course between the theory of freedom and the theory of constraint. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

SIMPSON, Ray H. **Improving Teaching-Learning Processes**. New York, London, Toronto, Longmans, Green & Co., 1953. 488 p. bibl. ind. — While developing his aptitudes for teaching, the future teacher must be led to understand clearly the learning processes, for, in the author's words, "the good teacher must continue to be or become a good learner". Writing in particular for those who are intending to teach in secondary schools, he shows that to be successful any method used in group education must give great attention to the goals and purposes of the individual learner. The learner in fact must participate more and more in decisions affecting his study. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

Studies in Education: 7. The Bearings of Recent Advances in Psychology on Educational Problems. London, Published for the University of London Institute of Education by Evans Brothers Ltd (1955), 215 p. — A course of lectures on the following topics: children's needs and interests (contemporary psychological theories of motivation); the child within the group (the bearing of field theory and sociometry on children's classroom behaviour); mental health in the classroom (the teacher's personality and problems of children's adjustment); the backward child (the incidence, causes and treatment of backwardness); teaching methods (psychological studies of the curriculum and of classroom teaching); how children learn (contemporary psychological theories of learning); the assessment of children (recent trends in mental measurement and statistical analysis).

370.46 EDUCATIONAL PSYCHOLOGY

CATTY, Nancy. The Theory and Practice of Education. 4th ed. London, Methuen (rep. 1954). 253 p. bibl. — The findings of modern psychologists, having a direct bearing on the theory and practice of education and showing the close connection between sound theory and modern methods of school organization and teaching, such connection being illustrated by constant application of general principles to modern practice. An aid in the solution of the problems to be faced by the modern teacher. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

VALENTINE, C.W. Psychology and its Bearing on Education. London, Methuen (1955). tabl. app. ind. — Third reprint with minor corrections of a book published in 1950 and covering almost every aspect of psychology bearing on education (see Bulletin No. 98). (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

ARIAMOV, I.A. Osobiennosti dietskogo vozrasta. Otcherki. Moskva, Gossovdarstvennoe outchebno-pedagoghitcheskoe isdatelstvo Ministerstva prosvechchenia R.S.F.S.R., 1953. 192 p. — Studies concerning child development: growth, nervous system, movement, psychic development, speech, and sensibility, considered from the point of view of the individualised method and the educational possibilities of each age group, any premature demands on the part of the teacher having the effect of retarding the child's development to a lesser or greater degree. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

VOLOKITINA, M. N. Otchierki psikhologhii chkolnikov piervogo klassa. 3rd ed. Under the direction of A.A. Smirnov. Moskva, Gossovdarstvennoe outchebno-pedagoghitcheskoe isdatelstvo Ministerstva prosvechchenia R.S.F.S.R., 1954. 110 p. — Treatise on teaching methods for the first year (pupils of 7 years). Psychological statements concerning in particular conduct during the lesson. (IBE)

370.47 SOCIOLOGY AND EDUCATION — 37 P RESEARCH

FOSHAY, Arthur W., WANN, Kenneth D. and Associates. Children's Social Values. An Action Research Study. New York, Bureau of Publications, Teachers College, Columbia University, 1954. 323 p. (A publication of the Horace Mann-Lincoln Institute of School Experimentation). — A report of a study on pupils' social values, containing a description of the setting and background of the study, its development, and the action research procedures used, together with a detailed report and results of the study undertaken in one of the schools. Conclusions: (1) attitudes are learned, not "caught"; (2) children's social attitudes in school are largely determined by the forces of school society as the children see them; (3) the code of children's social behaviour at school is largely the product of their attempts to keep these school social forces in balance; (4) teachers have a powerful effect on children's social attitudes and values in school. (IBE)

370.47 SOCIOLOGY AND EDUCATION — 371.291 RURAL SCHOOLS

DUNN, Fannie Wyche. The Child in the Rural Environment. Yearbook 1951. Washington, Department of Rural Education, National Education Association of the United States, 1951. 264 p. — The author, who was for many years professor

of rural education at Teachers College, Columbia University, observed very closely the development and comportment of country children, the influence on them of the rural environment and the specific problems of the country school. She contemplated a truly rural education distinct from that of the towns and made suggestions for various reforms. (IBE)

370.47 SOCIOLOGY AND EDUCATION

ZWEIDLER, Hans. *Milieu-Einflüsse und Schüler-Leistungen*. Zürich, Schulthess, 1954. 110 p. — A study of the relationship between the pupils' environment and their school results, illustrated by examples drawn from a long teaching experience. Theoretical and practical conclusions. (IBE)

370.7 EXPERIMENTAL EDUCATION — 371.45 SYSTEMS WITH A RELIGIOUS INSPIRATION

BARBEY, Léon. *Pedagogía experimental y cristiana*. Barcelona, E. Subirana, 1953. 362 p. bibl. — A translation, by Javier Isart, of the book published in 1946, at Brussels and at Fribourg (Switzerland), under the title "Pédagogie expérimentale et chrétienne". (IBE)

371 GENERAL ASPECTS OF EDUCATION

STOIONINE, V.I. *Izbrannye pedagoghitcheskie sochinenia*. Moskva, Izdatelstvo akademii pedagoghicheskikh nauk, 1954. 398 p. bibl. — The author (1826-1888), professor of Russian and a literary critic, declares the teacher's right to be able to treat freely the subject which he teaches, the necessity of coordinating teaching and education, the preference for the humanities, the obligation of the school to educate the parents also, the value of didactic research, etc. (IBE)

371 GENERAL ASPECTS OF EDUCATION

SPIEL, Oskar. *Einmal anders gesehen*. Betrachtungen über Erziehungsprobleme in der Schule. Wien, Verlag Jungbrunnen, 1954. 112 p. — Collection of articles published since 1946 in the journal *Freie Lehrerstimme*, grouped under the following headings: aims of education, educational projects and psychology, types of children, descriptions of and judgments on schoolchildren, character education, principles at the basis of a democratic education, organization of leisure, adult education, mental hygiene. (IBE)

371.016 (494) PRIVATE SCHOOLS — 373 (494) SECONDARY EDUCATION — 37 B (494) HISTORY OF EDUCATION (SWITZERLAND)

BUCHMANN-FELBER, Emile. *Die privaten Mittelschulen der Schweiz*. Zürich, Juris-Verlag, 1954. 138 p. bibl. app. — Origins, historical development, legal structure, organization, methods, curricula and characteristics of private secondary education in Switzerland: new education schools, boarding schools (international schools, finishing schools for girls), day schools (schools preparing for the *maturité* diploma, schools of commerce, schools for medical assistants, vocational guidance, secondary schools for adults), schools with new trends, future tasks of private education, etc. (IBE)

371.02 EDUCATION IN THE HOME

RICHARDSON, Frank Howard. *How to get along with Children*. A more excellent way for Parents, Teachers, Youth Counselors, and all who work with Young People. Atlanta, Tupper & Love, 1954. 172 p. ind. — A doctor and educational adviser gives practical answers to ninety different problems that all parents have to face some time or other in connection with their children from infancy to adolescence. (IBE)

371.02 EDUCATION IN THE HOME

TEICHER, Joseph D. *Your Child and his Problems*. A Basic Guide for Parents. Boston (Mass), Little, Brown & Co (1953). 302 p. — Practical solutions to the day-to-day problems of bringing up a child, such as: learning to keep clean, jealousy, fears, play and possessions, steps away from home, troubled children and physical symptoms, truancy and delinquency, etc., laying special emphasis on the parents' own psychological problems. One chapter deals with psychological tests. (IBE)

371.02 EDUCATION IN THE HOME

BEVERLY, Dr. *Pour comprendre nos enfants — Mettons-nous à leur place.* Traduit de l'américain par Germaine de Rothschild. Aubier, Editions Montaigne (1952). 254 p. (Collection "L'enfant et la vie") — Intended to help parents to understand better, rear and educated their children, this study summarises the characteristic needs of the child at each stage of his development from infancy to adolescence. It is based on direct observation throughout the years and gives many case studies in illustration. (IBE)

371.02 EDUCATION IN THE HOME

- JALKOTZY, Alois. *Gebote und Sünden der Erziehung.* Wien, Verlag Jungbrunnen, 1951. 64 p. — A concise summary of normal child development from infancy to late adolescence (by Prof. Sylvia Klimfänger), followed by the author's advice and directives for parents: (a) education 'musts'; (b) educational mistakes. (IBE)

371.02 EDUCATION IN THE HOME

MAKARENKO, A. *Kniga dlia roditeliei.* 5th ed. Moskva, Gossoudarstvennoe outchebno-pedagoghitcheskoe izdatelstvo Ministerstva prosvechtchenia R.S.F.S.R., 1954. — The lack of proper education of many parents, the frequent inadequacy of their sense of responsibility towards the soviet has incited the author to deal — often in the form of a dialogue — with the subject of the family at the stage where intuition, has not quite given place to precise thought, where love and sentimentality, liberty and arbitrariness are sometimes confounded, where the solidarity of interests is not yet a moral phenomena, this only appearing with solidarity of outlook. (IBE)

371.02 EDUCATION IN THE HOME

MAKHOVA, K V. *O vospitanii v semie.* 3rd ed. Moskva, Gossoudarstvennoe outchebno-pedagoghitcheskoe izdatelstvo Ministerstva prosvechtchenia R.S.F.S.R., 1954. 208 p. — An imaginary story of a soviet family in which a young mother describes her educational experiences. (IBE)

371.025 PARENT EDUCATION — 37 B HISTORY OF EDUCATION

FREI, Emil. *Die Elternschule.* Dargestellt auf Grund Winterthurer Erfahrungen seit 1943. Schulamt der Stadt Winterthur, 1955. 110 p. bibl. phot. — A historical account of the movement in favour of schools for mothers and schools for parents, both abroad and in Switzerland; necessity, tasks, work, aims and organization of these schools; various institutions dealing with family aid. (IBE)

371.11 SELECTION OF TEACHERS

ROSE, Marius. *The Intelligent Teachers' Guide to Preferment.* Illustrated by Biro. London, Chatto & Windus, 1954. 96 p. fig. — Writing under a pseudonym, a director of education of an English county writes in a lively and humorous vein of the procedures for appointing a headmaster (application letters, references, interviews, etc.) and gives advice to young teachers seeking promotion. (IBE)

371.12 (42) TEACHER TRAINING — 37 B (42) HISTORY OF EDUCATION
(UNITED KINGDOM)

DYMOND, Dorothy (edited by). *The Forge.* The History of Goldsmith's College 1905-1955. London, Methuen, 1955. 158 p. phot. — History of Goldsmith's College, and particularly of its education department, enabling one to trace the evolution of teacher training over the last fifty years. (IBE)

371.12 TEACHER TRAINING (PERU)

CISNEROS, Beatriz. *La preparación del magisterio nacional.* Lima, Universidad nacional Mayor de San Marcos, 1954. 20 p. (Problemas de la Educación peruana, 3). — Brief account of the chief problems facing Peru in connection with teacher training. (IBE)

371.13 (47) FURTHER TRAINING OF TEACHERS — 37 N (47) CONFERENCES
(U.S.S.R.)

Materialy naoutchno-prakticheskoi konferentsii rabotnikov chkol rabotchei molodiogi. Moskva, Gossoudarstvennoe outchebno-pedagoghitcheskoe izdatelstvo Ministerstva prosvechtchenia R.S.F.S.R., 1953. 154 p. (Oupravlenie chkol rabotchei

i selskoï molodieji i chkol vzroalykh Ministerstva prosvechtcheniia R.S.F.S.R.). — Reports concerning measures to be taken to raise the professional level of teachers, such as exchange of experiences, various controls, adaptation of teaching to research and new discoveries, analysis of school setbacks and absenteeism. Administrative and educational authorities and the teachers' committee collaborated in drafting the reports. (IBE)

371.141 ANALYSIS OF THE TEACHING PROFESSION — 371.16 ROLE AND STATUS OF TEACHERS — 373.1 SECONDARY EDUCATION

ALCORN, Marvin D., HOUSEMAN, Richard A., SCHUNERT, Jim R. **Better Teaching in Secondary Schools.** New York, Henry Holt & Co. (cop. 1954). 525 p. — A realistic approach to the problems of the secondary school teacher, giving practical advice, primarily to student teachers and beginners in the service, on planning the work, building up class morale, guiding the pupils, developing the curriculum, class teaching, sponsoring extra-curricular activities, evaluating pupil progress, becoming a better teacher, and finding and selecting a job. (IBE)

371.265 PSYCHOLOGICAL TESTS

WHILDE, Noel E. **The Application of Psychological Tests in Schools.** London, Blackie & Son, 1955. 180 p. (The Technique of Teaching). — Practical guide for teachers, seeking to justify the judicious use of psychological tests in school, and discussing the value of tests and what might be expected of them, the importance of the "aptitude" factor, various types of tests and how to choose between them, diagnostic tests, distribution of ability, class and school surveys, and test material. (IBE)

371.267 RECORD CARDS

WALKER, Alice S. **Pupils' School Records.** A survey of the nature and use of cumulative school records in England and Wales. London, Newnes Educational Publishing Co. (cop. 1955). 199 p. tabl. (National Foundation for Educational Research in England and Wales, Publication No. 8). — Results of a comprehensive survey of pupils' record cards in use in the maintained schools in England and Wales, including the provision at present being made by local education authorities for the systematic recording of pupils' development, the main features of the records in use, with a critical commentary, and the principles which should govern their construction and use. (IBE)

371.291 (52) RURAL SCHOOLS — 375.40 SOCIAL STUDIES

MUCHAKU, Seikyo (edited by). **Echoes from a Mountain School.** Tokyo, Kenkyusha, 1953. 70 p. ill. — Translation into English, by Genevieve Caulfield and Michiko Kimura, of a selection of written compositions by the pupils of a small mountain village school in Japan describing their life and their problems, and intended to serve as a basis for their social studies. (IBE)

371.30 DIDACTIC PRINCIPLES — 375.0 CURRICULUM

WENIGER, Erich. **Die Theorie der Bildungsinhalte u. des Lehrplanes.** Weinheim/Bergstrasse, Julius Beltz, n.d. 102 p. bibl. — Teaching methods, curricula, structure of education, the State and education, regulations on the various subjects with regard to basic principles, subjects taught and techniques of apprenticeship, importance of the school as an educative factor. (IBE)

371.30 DIDACTIC PRINCIPLES — 371.42 (43) SCHOOL REFORM (GERMANY)

FLITNER, Wilhelm. **Theorie des pädagogischen Wegs und der Methode.** 2nd ed. Weinheim/Bergstrasse, Julius Beltz, 1953. 78 p. — Second edition of a pamphlet on teaching theories, supplemented by a study of the three phases of school reform in Germany between 1890 and 1928. (IBE)

371.303 PLAY

CHÂTEAU, Jean. **Le jeu de l'enfant après trois ans, sa nature, sa discipline.** Introduction à la pédagogie. Paris, Vrin, 1955. 484 p. app. ill. — Second enlarged edition of a book published in 1946 under the title "Le jeu de l'enfant" (see Bulletin No. 88), including amongst other things, as an appendix, new considerations on the relationship between play discipline and moral standards. (IBE)

371.303 PLAY

SCHEUREL, Hans. *Das Spiel*. Untersuchungen über sein Wesen, seine pädagogischen Möglichkeiten und Grenzen. Weinheim/Bergstrasse, Julius Beltz, 1954. 240 p. bibl. — Nature of play, its educational possibilities and their limitations: problems and methods, present state of educational practice and research (play in educational reform, contribution of various theories of play to the definition of the nature of play), phenomenology (language and play, mankind's various forms of play, relationship between apprenticeship and play), results and consequences (phenomenological results, educational application). (IBE)

371.303 PLAY — 372.8 SPONTANEOUS AND EXPRESSIVE ACTIVITIES

DAIKEN, Leslie. *Teaching Through Play*. A Teacher's Handbook on Games, London, Pitman & Sons, 1954. 98 p. fig. pl. bibl. — Historical and descriptive account of popular and traditional games, nursery rhymes, dramatic games, riddles, etc., and how they can be related to other subjects in the curriculum, written particularly for teachers by the Director of the London Toy Museum. (IBE)

371.42 (43) SCHOOL REFORM (Germany)

MERKT, Hans. *Dokumente zur Schulereform in Bayern*. Herausgegeben vom Bayerischen Staatsministerium für Unterricht und Kultur. München, Richard Pflaum Verlag, 1952. 384 p. — Collection of documents reflecting the efforts and the struggles accompanying the educational reform in Bavaria since 1945: laws, ordinances, projects emanating from various sources (Ministry, teachers, political parties, military authorities, etc.), including correspondence exchanged between the civil authorities and the occupying authorities, etc. (IBE)

371.43 ACTIVITY SCHOOL — 371.381 HANDICRAFTS

FONSECA, Corinto da. *A escola ativa e os trabalhos manuais*. São Paulo (Brazil), Comp. Melhoramentos, n.d. 2nd. ed. 160 p. ill. (Biblioteca de Educação, Vol. 8). — Theoretical and practical study on handicrafts at the service of the activity school, the fruit of a long experience by the author as head of a vocational school in Brazil. Psycho-physical bases of handicrafts; teaching methods; handicrafts in secondary education; handicrafts and the teaching of the mother tongue; handicrafts and the teaching of trades, etc. (IBE)

371.452 CATHOLIC EDUCATION

ROSMINI, A. *Sull'unità dell'educazione*. L'educazione cristiana. A cura di M. Casotti. Brescia, "La Scuola", 1950. 180 p. — According to the author, only religion, and more precisely Catholicism, can give to education the unity which will preserve it from unfortunate mistakes; not religious instruction superimposed on a secular education, but an education to which religion brings unity of purpose, content and methods. (IBE)

371.461 RUDOLF STEINER SCHOOLS

EDMUNDS, L. Francis. *Rudolf Steiner Education*—a brief exposition. Ilkerton, Rudolf Steiner Educational Association, n.d. 68 p. ("Child and Man"). — A concise account of the aims, methods, and organization of Rudolf Steiner education and of his school movement as a whole, concluding with a list of Rudolf Steiner schools in the United Kingdom and the United States. (IBE)

371.461 RUDOLF STEINER SCHOOLS — 370 THEORY OF EDUCATION

KLOSS, Heinz. *Waldorfpädagogik und Staatsschulwesen*. Stuttgart, Ernst Klett Verlag, 1955. 160 p. bibl. (14 p.). (Erziehungswissenschaftliche Bücherei, Reihe V). — A comparative study of the educational principles and practice of Rudolf Steiner schools and those of the broad movement known as the "new education", to determine the extent to which the former are applicable to the education given in State schools. (IBE)

371.73 PHYSICAL EDUCATION — 37 B HISTORY OF EDUCATION

LOISEL, Ernest. *Les bases psychologiques de l'éducation physique*. Paris, Bourrellier, 1955. 208 p. — The first part of this book is devoted to the activity

school and to child development, the second comprises a critical analysis of the chief physical education methods from antiquity to the present day, and the third seeks to find different ways of mobilising the human body. (IBE)

371.73 PHYSICAL EDUCATION

RANDALL, M. W. & WAINE, W. K. *Objectives of the Physical Education Lesson*. London, G. Bell & Sons, 1955. 181 p. app. bibl. — An appraisal of how far the objectives of physical education (exercise, acquisition of skills, satisfaction and enjoyment, development of physique, character forming) can be achieved in the physical education lesson, and a study of the psychology of learning in relation to the acquisition of skills, of the physiology of exercise, and of child growth and development. (IBE)

371.735 SPORTS' GROUNDS

POLIKARPOV, V. P. *Chkolnyie sportivnyie soorougienia i inventar*. Moskva, Gossoudarstvennoe outchebno-pedagoghitcheskoe izdatelstvo Ministerstva prosvechtcheniia R.S.F.S.R., 1952. 191 p. — Technical indications concerning the equipment of playing fields in towns and in the country. Numerous plans and sketches. (IBE)

371.862 CHILDREN'S LITERATURE — 377.21 CHARACTER TRAINING

MAKARENKO, A. S. *O dietskoi literatourie i dietskom tehtienii*. Moskva, Gossoudarstvennoe izdatelstvo dietskoi literatouri Ministerstva prosvechtcheniia R.S.F.S.R., 1955. 184 p. — A selection of passages chosen by the author developing the idea that children's literature should inculcate the passion for struggle, energy, faith in one's own strength, optimistic attitude towards life, and hope in victory, instead of limiting itself to creating a state of contemplative and passive lyricism. (IBE)

371.862 (47) CHILDREN'S LITERATURE (U.S.S.R.)

GRIETCHICHNIKOVA, A. D. *Sovietskaia dietskaia literatoura*. Moskva, Gossoudarstvennoe outchebno-pedagoghitcheskoe izdatelstvo Ministerstva prosvechtcheniia R.S.F.S.R., 1953. 250 p. — An account of the different characteristics of children's books according to age groups. Peculiarities of children's literature of the soviet epoch with a list of chief authors, extracts from their writings and official regulations concerning children's literature. (IBE)

371.862 CHILDREN'S LITERATURE

DOM DETSKOI KNYGHI DETGHIZA. *Voprossy dietskoi literatoury*. 1954 *ghod*. Literatourno-kriticheskoe tehtienii. Moskva, Gossoudarstvennoe izdatelstvo dietskoi literatouri ministerstva prosvechtcheniia R.S.F.S.R., 1954. 256 p. bibl. — Part played by literature in the training of aesthetic feeling and moral sense. Since education ought to aim at truth, the best children's literature will be that which contains most artistic truth and where the "logic of the subject" depends on the verity of the situations and not on the arbitrariness of the author. (IBE)

371.871 (44) HOLIDAY CAMPS (FRANCE) — 37 B (44) HISTORY OF EDUCATION (FRANCE)

REY-HERME, P. A. *Les colonies de vacances en France*. Origines et premiers développements (1881-1906). Paris, from the author or from the *Librairie centrale d'éducation nouvelle* (1954). 524 p. bibl. — A very complete and documented historical account, with numerous quotations, of the origins of the movement for establishing holiday camps in France, accompanied by data showing what has been done in this field in other countries. (IBE)

371.912 DEAF AND DEAF-AND-DUMB — 371.02 EDUCATION IN THE HOME

L'éducation de l'enfant sourd par les parents, avant l'école. (R. Maspétiol, M. Soulé, etc.). Paris, Les Editions sociales françaises, 1955. 192 p. fig. bibl. — After an account of the elementary anatomy of the organs of hearing and their function, several doctors and specialists show how the partially deaf child can be trained in the home, and the totally deaf child taught to lip read, how the deaf can be taught to speak, their conceptual intelligence developed by means of educational games, and their intellectual inheritance safeguarded and developed. (IBE)

371.93 JUVENILE DELINQUENCY

CORDELIER, Suzanne. *Les enfants de la discorde*. Etude de cas sociaux, Paris, Les Editions sociales françaises, 1954. 142 p. (Problèmes humains, techniques sociales). — Statements concerning children from broken homes dealing with the troubles affecting their physical, intellectual, emotional and moral evolution and their school and social attitude. The numerous case studies and figures cited all tend to confirm the fact that broken homes compromise the material, school and vocational future of the adolescent and often lead to juvenile delinquency. (IBE)

371.93 JUVENILE DELINQUENCY — 371.037 YOUTH MOVEMENTS

• LAUNOIS, Jean de. *De la Cour de justice à la Cour d'honneur*. Le scoutisme et l'enfance délinquante. Bruxelles & Paris, Editions universitaires, 1955. 88 p. — Application of the scout method to erring children stressing in particular its influence on character failings and its beneficial action with boys lacking proper education in their home surroundings. Gives an account of recent initiatives and the results obtained. (IBE)

371.94 WAIFS AND STRAYS — 370.47 SOCIOLOGY AND EDUCATION

LEWIS, Hilda. *Deprived Children*. The Mersham Experiment. A Social and Clinical Study. Published for the Nuffield Foundation by Geoffrey Cumberlege. London, etc., Oxford University Press, 1954. 163 p. tabl. app. — Report of a pilot experiment in the reception, investigation, and disposal of deprived children, carried out at the Mersham Reception Centre in Kent, where 500 deserted, homeless, neglected, maladjusted and delinquent children were admitted between 1947 and 1950. The centre's psychiatrist describes the condition of the children at the time of their reception, relates it to their background, and reports her further findings when the children were followed up two years later. Her analysis of the data shows significant connections between the children's behaviour and their upbringing and social background. (IBE)

371.98 EDUCATION OF DIFFERENT RACES

VALCÁRCEL, Luis E. *La educación del campesino*. Lima, Universidad Nacional Mayor de San Marcos. Facultad de Educación, 1954. 32 p. (Problemas de la educación). — Principles on which the education of the native peasants should be based in accordance with the Convention signed between Peru and Bolivia in 1945. Problems of teaching in the vernaculars, Quechua and Aymara. (IBE)

372.1 PRIMARY TEACHING METHODS

HUBER, Franz. *Der Schulalltag in Unterrichtsbildern*. Bad Heilbrunn, Obb. Julius Klinkhardt, 1951. 268 p. ill. — Examples, with comments, of actual lessons given in the six classes of the primary school: centres of interest, mother tongue, study of the environment, geography, history, natural history, arithmetic, singing, etc. Use of educational material and audio-visual aids. (IBE)

372.21 PRE-SCHOOL EDUCATION — 371.12 TEACHER TRAINING

CHARRIER, Ch. *La pédagogie vécue à l'école des petits*. Cours complet et pratique. Mis à jour et complété par Mme Herbinère Lebert. Paris, Nathan (1955). 322 p. app. — This new version of *pédagogie vécue* published in 1929, devoted to early childhood, is intended to facilitate the training of young assistants in nursery-infant schools. The first part traces the history of the new methods in the teaching of young children, including the origin of the French nursery school, and the second is devoted to actual teaching practice. (IBE)

372.213 KINDERGARTENS — 136.7 CHILD PSYCHOLOGY

MÉDICI, Angéla. *L'école et l'enfant*. Paris, Presses universitaires de France, 1955. 148 p. (Paideia). — An account of the individual attitude of several children aged three to six years when they first entered a kindergarten and made the acquaintance of an unknown environment. Under the influence of a teacher with a psychological training and a thorough knowledge of children, the kindergarten enables the children not only to acquire techniques and knowledge but also to develop their personality and to free themselves from the feeling of fear. (IBE)

372.213 KINDERGARTENS — 372.3 METHODS WITH YOUNG CLASSES

Voprosy obontchenia v dietskom sadou. Ed. by P. Oussova. Moskva, Izdatelstvo akademii pedagogicheskikh nauk R.S.F.S.R., 1952. 248 p. — Collection of studies on kindergarten teaching, showing the importance of observing each child, and the gradual introduction of the children to practical activities, reflection and concentration, both collectively and individually. Examples illustrate the application of methods based on the doctrine of Pavlov. Criticism of Montessori, Fröbel and Descœudres, contrasting their methods with those of Tikhîieva, which foresees the extension of the role of monitors and of teaching material adapted for collective as well as for individual work. (IBE)

372.3 METHODS WITH YOUNG CLASSES — 136.7 CHILD PSYCHOLOGY

NIETCHAEVA, V. G. Konstruirovanié v dietskom sadou. Moskva, Gossoudarstvennoe outchebno-pedagogicheskoe izdatelstvo Ministerstva prosvechcheniia R.S.F.S.R., 1954. 123 p. — Research into the best means of solving the problems of the intellectual development of children through sensorial perception, rational activity and speech in correlation with creative games and spatial representations. (IBE)

372.3 METHODS WITH YOUNG CLASSES

Roukovodstvo dlia vospitatelia dietskogo sada. Moskva, Gossoudarstvennoe outchebno-pedagogicheskoe izdatelstvo Ministerstva prosvechcheniia R.S.F.S.R., 1954. 165 p. — Guide for kindergarten teachers: statements classified by age groups concerning the organization of work, conduct training, physical culture, games, mother tongue, explanation of surroundings, arithmetic, drawing, modelling, musical education. (IBE)

372.22 PRIMARY SCHOOLS — 379.61 COMPULSORY SCHOOLING

La educación primaria en América. Washington, D.C., Unión Panamericana, 1954. 202 p. bibl. (Seminarios interamericanos de educación). — An account of the Interamerican Seminar on Education held at Montevideo in 1950 under the auspices of the Organization of American States, Unesco and the government of Uruguay. Recommendations of the four work groups: (1) Organization of primary school systems and services; (2) curricula, syllabuses and methods; (3) universal, free and compulsory education; (4) teacher training. (IBE)

372.6 ARITHMETIC

Pédagogie des débuts du calcul. Rapport présenté par G. Mialaret... (Paris, Nathan, 1955). 52 p. ill. bibl. — Results of a meeting of experts entrusted by Unesco, in 1954, to study and to summarize the fundamental educational principles underlying arithmetical teaching in its earliest stages and to prepare essential advice on this matter that could be given to teachers. (IBE)

373 SECONDARY EDUCATION — 371.1 TEACHING STAFF

UMSTATTD, J. G. Secondary School Teaching. 3rd ed. Boston (Mass), New York, etc., Ginn, 1953. 488 p. bibl. — I. Pre-instructional Problems (objectives of secondary education, knowing the individual pupils, pupil adjustment, stimulating pupils' activity). II. Procedures involving the unit idea (development of the unit idea, features of eight unit plans, the cooperatively planned learning process, integration and elaboration of the unit procedures). III. Additional classroom procedures (planning learning activities and stimulating their performance, audio-visual aids, principles and instruments of measurement and their application). IV. Associated activities of the teacher (extra-instructional activities in school and community, self-analysis and professional improvement). (IBE)

373 SECONDARY EDUCATION — 37 A COMPARATIVE EDUCATION

COELHO de OLIVEIRA, Cesar. La enseñanza secundaria en Europa. Montevideo, Consejo nacional de enseñanza secundaria, 1955. 161 p. bibl. — Report of a study tour in Europe, description of the secondary schools visited, chief problems facing secondary education and contemplated reforms in France (nearly two thirds of the volume are devoted to this country), England, Italy, Belgium, Switzerland and Spain. (IBE)

373 (44) SECONDARY EDUCATION — 37 B (44) HISTORY OF EDUCATION

Lycée Henri Poincaré. Le livre des centenaires. 150^e anniversaire de la fondation du Lycée. Centenaire d'Henri Poincaré. (Nancy), Association des anciens élèves du Lycée (1954). 374 p. ill. — An account of the Henri Poincaré Lycée at Nancy by a group of former teachers and pupils, including biographies of some of the best known. (IBE)

373.11 (42) CLASSICAL STUDIES — 37 B (42) HISTORY OF EDUCATION (UNITED KINGDOM)

BATTERSBY, W. J. St. Joseph's College, Benlah Hill 1855-1955. London, Burns & Oates, 1955. 108 p. — The story of one of the oldest Catholic educational institutions in the London area ranking today as an outstanding grammar school. (IBE)

373.11 (72) CLASSICAL STUDIES — 379.32 (72) FINANCING OF EDUCATION (CANADA)

L'organisation et les besoins de l'enseignement classique dans le Québec. Mémoire de la Fédération des Collèges classiques à la Commission royale d'enquête sur les problèmes constitutionnels. Montréal, Editions FIDES, 1954. 326 p. tabl. graph. — I. Organization of classical education in Quebec (present and future developments). II. Financial problems concerning (a) the institutions, (b) the teachers, (c) the students. III. Proposed financial reforms : (a) principles of a financial reform ; (b) particular financial propositions, (c) method of financing by the State. (IBE)

373.2 PROBLEMS OF GENERAL CULTURE — 37 P INQUIRIES

Liberal Education in a Technical Age. A survey of the relationship of vocational and non-vocational further education and training. London, Max Parrish, 1955. 128 p. — Report of an inquiry on the work of technical institutions and colleges of art, correspondence courses, adult education and residential colleges, and on the role of the professional and examining bodies, undertaken in view of the unjustified tendency to deny the values of a liberal education to any education which is pursued with a vocational purpose. Suggestions to ensure a proper relationship between a liberal and a vocational education. (IBE)

373.5 (43) VOCATIONAL EDUCATION — 374.1 (43) FURTHER EDUCATION — 37 B HISTORY OF EDUCATION (GERMANY)

THYSSEN, S. Die Berufsschule. Essen, W. Giardet, 1954. 192 p. bibl. — An account of further education in Germany and throughout the world : its origins, its forerunners (religious Sunday schools, industrial Sunday schools, general continuation schools, vocational continuation schools, vocational schools), followed by an examination of current problems and future perspectives of such education. (IBE)

374.7 (485) FOLK HIGH SCHOOLS — 37 B (485) HISTORY OF EDUCATION (SWEDEN)

HEDLUNG, Karl (edited by). Entwicklung und Wesen der schwedischen Volkshochschule. Braunschweig, etc., Georg Westermann, 1950. 254 p. — Translation into German, by Franz Mockrauer, of a book published in Stockholm in 1943 under the title of *Svensk folkhögskola under 75 år*, supplemented by a study by the translator on adult education in Sweden apart from the folk high schools and a list of Swedish institutions and societies dealing with adult education. (IBE)

375.036 CENTRES OF INTEREST — 372.1 (436) PRIMARY SCHOOL METHODS (AUSTRIA)

HAZMUKA, Hildegard. Ganzheitlicher Unterricht in der Volksschule. Wien, Oesterreichischer Bundesverlag für Unterricht, Wissenschaft und Kunst, 1954. 176 p. app. — Advice by a professor at the Educational Institute in Vienna to teachers wishing to organize their work on the principle of the unit or centres of interest method, followed by practical examples concerning the various subjects taught in the primary school. In an appendix : a detailed work plan for the first school year ; units of work for the second year. (IBE)

375.101 ELOCUTION, READING

McKIM, Margaret G. **Guiding Growth in Reading in the Modern Elementary School.** New York, The Macmillan Company, 1955. 528 p. phot. bibl. — Results of a comprehensive survey by a professor of the University of Cincinnati on all areas of research, practice and theory for suggestions relating to the teaching of reading, grouped as follows: I. Learning to read in today's schools. II. Laying sound foundations—prereading and beginning reading activities. III. Developing independent readers in the primary grades. IV. Expanding reading skills in the intermediate grades. V. Assuring the progress of individuals—appraisal and remedial help. (IBE)

375.101 ELOCUTION, READING

SIMPSON, Elizabeth A. **Helping High-School Students Read Better.** A Program Manual for Teachers and Administrators. Chicago, Science Research Associates, 1954. 146 p. bibl. — Suggestions with a view to improving reading at secondary school level, and a study of the numerous and varied ways existing for this purpose. Examples of reading programmes which have been developed in a number of secondary schools in the United States. (IBE)

375.101 ELOCUTION, LANGUAGE — 371.383 SCHOOL DRAMATICS

OGILVIE, Mardel. **Speech in the Elementary School.** New York, Toronto, London, McGraw-Hill Book Company, 1954. 318 p. fig. bibl. (McGraw-Hill Series in Speech) — Importance of school activities such as dramatics, puppetry, oral reading, choral speaking, conducting meetings and discussions, etc., in developing speech; role of the teacher in correcting speech difficulties, improving a child's voice and diction, etc. Many practical suggestions. (IBE)

375.104 GRAMMAR — 375.102 SPELLING — 370.7 EXPERIMENTAL EDUCATION

ROLLER, Samuel. **La conjugaison française.** Essai de pédagogie expérimentale. Neuchâtel et Paris, Delachaux & Niestlé, 1954. 310 p. bibl. 19 p. fig. app. (Actualités pédagogiques et psychologiques). — A technical study based on the results of research carried out in the primary and secondary schools of Geneva. The author seeks to determine the indispensable minimum knowledge of spelling for schoolchildren and the age at which they can adapt their knowledge. His research deals chiefly with conjugation; he establishes a list of 78 verb-types and proposes a method likely to produce a maximum output from the pupils, and also a revision of the curricula with regard to conjugation. As an appendix: a list of the verbal forms dictated to the pupils. (IBE)

375.105 COMPOSITION

DAVID, Maurice. **Comment enseigner la rédaction, ou les éléments de l'art d'écrire par l'étude des textes.** Paris, Nathan, n. d. 136 p. (Bibliothèque pédagogique, No. 1). — Treatise on the art of writing (statement of a fact: sentence, description, story, etc.) for the use of primary teachers, stressing the importance of the acquisition of a technique and habits of reflection and analysis, as well as the intermediary role of the teacher between the great writers and the child. (IBE)

375.105 (47) LITERATURE (U.S.S.R.)

CHEVTCHENKO, P. A., FLORINSKY, S. M. **Roukovodstvo k rabotie po khrestomatii "rodnaia literatura".** Moskva, Gossoudartstvennoe outchebno-pedagoghitcheskoe izdatelstvo Ministerstva prosvechcheniia R.S.F.S.R., 1953. 176 p. — Teachers' guide on the teaching principles underlying a literature lesson, illustrated by numerous practical examples of the way to give such a lesson in a 6th year secondary class. (IBE)

375.106 (47) LITERATURE (U.S.S.R.)

KISSIELIOVA, A. F. **Znakomstvo s givopission na ourokakh literatoury v 5-7 klaaskh.** 2nd ed. Moskva, Gossoudartstvennoe outchebno-pedagoghitcheskoe

izdatelstvo Ministerstva prosvechtcheniia R.S.F.S.R., 1954. 189 p. pl. app. — Teachers' guide to secondary school literature (5th-7th year of schooling). From his own experience, the author shows how one can utilise pictorial masterpieces for training schoolchildren's aesthetic sense by establishing, according to a definite system, a parallel between these masterpieces and those figuring in the literature syllabus. (IBE)

375.12 (47) MOTHER TONGUE (U.S.S.R.)

RIEDOZOUBOV, S. P. *Metodika rousskogo iazyka v natchalnoi shkole*. 3rd ed. Moskva, Gossoudarstvennoe outchebno-pedagoghicheskoe izdatelstvo Ministerstva prosvechtcheniia R.S.F.S.R., 1954. 288 p. app. — A systematic account of how to teach the mother tongue in primary schools. Detailed curricula, statement on methods and practical advice. (IBE)

375.13 MODERN LANGUAGES — 37 A COMPARATIVE EDUCATION

The Teaching of Modern Languages. A volume of studies deriving from the International Seminar organized by the Secretariat of Unesco at Nuwara Eliya, Ceylon, in August 1953. 295 p. app. — (1) The humanistic aspect of the teaching of modern languages (the basic educational assumptions; modern languages and the training of the mind). (2) The teaching of modern languages as a key to the understanding of other civilizations and peoples. (3) The methodology of language teaching. (4) Audio-visual aids. (5) The psychological aspects of language teaching. (6) The training of modern language teachers. (7) Textbooks. (8) The teaching of modern languages by radio and television. (9) Modern language teaching in primary schools. (10) Special aids to international understanding. (11) Teaching modern languages to adult migrants. (12) Special problems of language. (IBE)

375.2 NATURAL SCIENCE — 373.52 AGRICULTURAL EDUCATION

CHAPUT, F. *Méthodologie de l'Enseignement des Sciences naturelles*. (Sciences agricoles). 2nd ed. Liège, Editions Desoer, 1954. 165 p. fig. pl. — Attempt to revise the teaching of natural science in accordance with modern psychology, stressing the role of observation and manual activities. I. Study of the rural environment. II. General methodology. III. Special methodology. (IBE)

375.23 (47) BIOLOGY (U.S.S.R.)

IVANOV, A. M., MELNIKOVA, M. J. (edited by). *Ossobennosti priepodavania biologhii v shkolkakh rabotchei molodjogi*. Moskva, Izdatelstvo akademii pedagoghicheskikh nauk R.S.F.S.R., 1952. 168 p. — Essay on generalisation and diffusion of better experiments in biology teaching in rural and urban schools for workers aged 16 to 25 years. How to increase scientific curiosity, to understand the political and practical plan of the transformation of nature, to reduce the gap between manual and intellectual work, to prepare pupils for personal study and research. (IBE)

375.3 (47) MATHEMATICS (U.S.S.R.)

STRATILATOV, P. V. (published under the direction of). *Iz opyta priepodavania matematiki v VIII-X klassakh sriednei shkoly*. Moskva, Gossoudarstvennoe outchebno-pedagoghicheskoe izdatelstvo Ministerstva prosvechtcheniia R.S.F.S.R., 1955. 350 p. — Results of experiments in the teaching of mathematics to the 8th-10th year classes of secondary schools (algebra, geometry, theory of mathematics teaching). Methods, history of mathematics teaching, practical applications. (IBE)

375.31 ARITHMETIC

CHATELET, A., BOMPARD, M. et ass. *L'enseignement de l'arithmétique*. Paris, Bourrelier, 1955. 208 p. fig. (Cahiers de pédagogie moderne). — How to show progressively and intelligently the mechanism of arithmetic, in close relationship with the mental development of a child. Syllabuses and instructions; arithmetic at elementary and intermediate level and in the top class. (IBE)

375.31 ARITHMETIC

BEHR, A. L. **Arithmetic is Fun.** A manual of progressive methods of teaching arithmetic in the primary school. Johannesburg, Dagbreek Book Store, 1954. 211 p. fig. bibl. — Practical guide based on many years of experience in South African schools, intended for students in training and primary teachers. More than 200 illustrative diagrams, tests, and a chapter on the causes and diagnosis of backwardness. (IBE)

385.41 GEOGRAPHY

POLOVINKINE, A. A. **Metodika priepodavania fizicheskoi gheographii.** 3rd ed. Moskva, Gossoudarstvennoe outchebno-pedagoghicheskoe izdatelstvo Ministerstva prosvechtcheniia R.S.F.S.R., 1953. 350 p. — Study of the aims, scope, contents and methods of teaching physical geography. (IBE)

375.42 (42) HISTORY — 377.38 EDUCATION FOR PEACE (UNITED KINGDOM)

DANCE, E. H. **History Without Bias?** A textbook survey on group antagonisms. London, The Council of Christians and Jews, 1954. 57 p. app. — Results of an inquiry undertaken by the Council of Citizens of East London in conjunction with the Education Commission of the Council of Christians and Jews on the history textbooks of the 11-15 age group "to discover whether they accorded fair and adequate treatment to the different human groups within the nation—racial, national, social, cultural, religious—or whether through inaccuracy, omission, exaggeration or unconscious bias, they tended to promote intolerant attitudes and perpetuate misconceptions". (IBE)

375.42 (47) HISTORY (U.S.S.R.)

KARTSOV, V. G. **Otchierki metodiki oboutchienia istorii S.S.S.R. v 8-10 klassakh.** Moskva, Gossoudarstvennoe outchebno-pedagoghicheskoe izdatelstvo Ministerstva prosvechtcheniia R.S.F.S.R., 1952. 167 p. bibl. — Collection of observations and advice bringing out general ideas on the teaching of history. Results of the experiences of an elderly educationist in search of efficient methods. (IBE)

375.72 DRAWING

ARESTEIN, Jean. **Encyclopédie pratique du dessin.** Méthode progressive et complète de dessin, illustrée de 3000 croquis, études, exemples, modèles, avec 8 grandes planches hors-texte en couleurs. (Paris), Fernand Nathan, 1954. 320 p. fig. pl. — A richly illustrated book on the art of drawing and on the rules of harmony governing it, written for the amateur artist: general remarks, the human body, the head, colour, animals, perspective, light and shade, composition, landscape, decoration, illustrating, publicity, dress designing, modern design. At the end of each chapter, several pages are reserved for the study of masterpieces. (IBE)

375.72 DRAWING

GERARD, Lucien. **Blanc sur noir.** Croquis simplifiés pour le tableau noir. 5th ed. Paris, Nathan, n.d. 127 p. fig. — A primary school inspector's advice to teachers who wish to illustrate their teaching by blackboard sketches. Practical examples. (IBE)

375.72 DRAWING

ROTHER, Richard. **Kindertümliches Zeichnen gesetzhafte Form.** 4th ed. rev. Wien, Verlag für Jugend und Volk, 1952. 132 p. fig. — Children's spontaneous drawing considered as a form of the laws of nature; phases and stages of development; birth of the sense of space; rhythm and growth, movement, colour, human body, animals, trees, etc. (IBE)

375.75 MUSIC — 37 N INTERNATIONAL CONFERENCES

UNESCO. **Music in Education.** International Conference on the Role and Place of Music in the Education of Youth and Adults, Brussels, 29 June to 9 July 1953. Paris, Unesco, 1955. 336 p. app. — I. General exposés (philosophy of music education, music and international understanding, music education in Europe, America, Asia, etc.) ; II. Music education in the curriculum (primary and secondary schools, higher education, popular music schools, individual and private music instruction) ; III. Music education in society ; IV. Methods and aids in music education ; V. The training of the teacher ; VI. The contribution of the professional to music education ; VII. Appendixes. (IBE)

375.75 MUSIC

WINN, Cyril. **Teaching Music.** London, etc., Geoffrey Cumberlege, Oxford University Press, 1954. 93 p. — Advice on how to begin teaching music with a class ; ear-training, solfa, sight-reading, writing music, elementary form and harmony, and other aspects of music which can be taught to children. Musical appreciation and criticism, educational value of concerts for schoolchildren, improvisation, teaching of backward children, religious music. (IBE)

375.75 MUSIC

WINN, Cyril. **Children Singing.** London, etc., Geoffrey Cumberlege, Oxford University Press, 1952. 87 p. — Suggestions and methods for the improvement of singing in schools at the pre-primary, primary, and secondary levels. (IBE)

375.75 MUSIC — 37 B HISTORY OF EDUCATION

SERRALLACH, Lorenzo. **Historia de la enseñanza musical.** Buenos Aires, Ricordi americana, 1953. 214 p. — History of music teaching intended primarily for students of conservatoires of music, preceded by a synthesis of the history of education in general. (IBE)

375.83 TEACHING OF HYGIENE

GROUT, Ruth E. **Health Teaching in Schools.** For Teachers in Elementary and Secondary Schools. 2nd ed. Philadelphia & London, W. B. Saunders, 1953. 353 p. app. — Book serving a three-fold purpose : (1) to provide the teacher with up-to-date information on health needs of the child, and of the home, school, and community, and to suggest how these needs may help point the direction of health instruction ; (2) to stress the principles and procedures of modern education and show how these may apply in health teaching ; (3) to furnish the teacher with concrete materials to help him plan and carry out effective health teaching. Emphasis on teaching the children themselves to improve their own health behaviour and to aim to improve health conditions in the home, school and community. (IBE)

375.9 (47) TECHNIQUES TAUGHT AT SCHOOL, "POLYTECHNICAL" TEACHING (U.S.S.R.)

MELNIKOV, M. A. & SKATKINE, M. N. (published under the direction of) **Politekhniticheskie oboucheniye v obshchestvenno-obrazovatel'noi shkole.** Moskva, Izdatel'stvo akademii pedagogicheskikh nauk R.S.F.S.R., 1953. 334 p. bibl. app. — Suggested methods and practical examples concerning polytechnical teaching in general education schools, dealing with the teaching of physics, chemistry and biology. The authors believe that their suggestions, appropriately adapted, could be applicable to other subjects. (IBE)

375.91 (47) HANDICRAFTS — 371.011 (47) BOARDING SCHOOLS (U.S.S.R.)

CHASTOV, A. S. **Obshchestvenno-obrazovatel'naia troudovaia podgotovka vospitanikov mladshogo vozrasta v detskikh domakh.** Moskva, Gossovdarstvennoe outchebno-pedagogicheskoe izdatel'stvo Ministerstva prosvetsheniia R.S.F.S.R., 1953. 287 p. — Experiences and advice of a specialist in boarding schools for children

aged 7 to 11 years. Plans and drawings of varied objects which can be made by the children. Theories on the education of individual initiative and of the sense of organization, as well as on the moral, physical and aesthetical aspects of handicrafts, taking account of age groups. (IBE)

376.1 (42) GIRLS' EDUCATION — 37 B (42) HISTORY OF EDUCATION (UNITED KINGDOM)

The Godolphin and Latymer School 1901-1955. Hammersmith, The Godolphin and Latymer School, 1955. 84 p. pl. fig. — History of fifty years' activity of an English girls' school. (IBE)

376.7 ADOLESCENCE — 371.011 BOARDING SCHOOLS

BARNES, Everett. A Housemaster's Case-Book. London & Edinburgh, W. & R. Chambers, Ltd., 1955. 190 p. — The author, from his sound psychological knowledge of boys, and writing as the housemaster of a purely fictitious English boarding school, relates certain episodes in the life of the pupils. The characters and the vagaries he describes are of many different kinds, in turn humorous, pathetic or tragic. (IBE)

376.7 ADOLESCENCE

GOUIN-DECARIE, Thérèse. De l'adolescence à la maturité. Causeries de Radio-Collège (1953-1954). Montréal-Paris, Fides, 1955. 172 p. bibl. — Examination of the biological and psychological criteria of puberty of girls as well as of boys; study of the characteristic manifestations of adolescence (revolt against authority, conflict of sexuality, love of love, identification of heroes, intellectualisation, ascetism). Psychological problems of adolescence and educational solutions for parents. (IBE)

376.7 ADOLESCENCE

SACO, Gustavo. Elementos de psicología de la adolescencia. Guatemala, Editorial del Ministerio de Educación Pública, 1952. 144 p. bibl. — A synthetic picture of the main problems facing adolescence with regard to education: general characteristics of adolescence; research methods; physical temperament and sports; sexuality and love; revolt, self-training and adventure; fantasy and sense of reality; egocentrism and sociability; morality and delinquency; character and personality; output and choice of profession. (IBE)

376.7 ADOLESCENCE

JORDAN, G. W. and FISHER, E. M. Self-Portrait of Youth or The Urban Adolescent. With a Foreword by Professor W. O. Lester Smith. London, etc., William Heinemann (1955). 176 p. pl. ind. — The principals of a London Evening Institute for young people of both sexes between the ages of 14 and 21, set out to gain the confidence of their pupils; this has enabled them to study and to write about many facets of adolescent life usually withheld from adults. (IBE)

377 EDUCATION OF PERSONALITY — 131 PSYCHO-ANALYSIS

BOSSARD, Robert. Wege zur Selbstverwirklichung. Zürich, Rascher, 1954. 208 p. — General introduction to the problems of personality development and of the mystical ways making this possible: yoga, Christian mysticism, exercises in self-suggestion and concentration, contribution of psycho-analysis to the knowledge of self and the development of personality; the road to realisation. (IBE)

377.1 RELIGIOUS EDUCATION — 377.2 MORAL EDUCATION — 377.3 SOCIAL EDUCATION

KRIEKEMANS, Albert. Principes de l'éducation religieuse, morale et sociale. Louvain, Editions Nauwelaerts, 1955. 168 p. — In four chapters: (1) Education and educational means; (2) the ideal of training and the necessity of religious education; (3) character training and moral education; (4) the necessity of social

education. The author, a professor at the University of Louvain, develops the following thesis: Man called upon to do things for himself cannot fall back on the help of his fellowmen, nor of society, nor of God; social education, far from spoiling one's personality, aids in its development; for all Roman Catholics, religious education should not only be the consummation of all education, but its common origin. (IBE)

377.21 CHARACTER TRAINING — 613.86 MENTAL HYGIENE

SPIEL, Oskar & BIRNBAUM, Ferdinand. **Reise ins Leben.** Eine Anleitung zu seelischer Hygiene für junge Menschen. Wien, Verlag für Jugend und Volk, 1954. 144 p. — Practical advice for young people on mental hygiene. I. Knowledge of life; II. Knowing how to behave in life. (IBE)

377.21 (47) CHARACTER TRAINING (U.S.S.R.)

Organizatsia i vospitanie outchenitscheskogo kollektiva. Book 3. Moskva, Izdatelstvo akademii pedagogicheskikh nauk R.S.F.S.R., 1954. 330 p. (Prilozhenie k journalou sovetskaja pedagogika za 1954 god). — The sense of honour being, according to this book, the object of soviet education, the school should sharpen the consciousness of human dignity by collective education seeking to preserve the individual and the community from deformation such as hypertrophy of "self". (IBE)

377.25 EDUCATION FOR FAMILY RELATIONSHIPS

Education for Home and Family Living. Guide to Planning. Albany, The University of the State of New York, The State Education Department, Bureau of Home Economics Education (1954). 136 p. app. fig. — Education for home and family living should help young people to develop the right attitudes, knowledge and understanding for establishing stable and happy homes. The application of a functional homemaking education programme, adequately related to other branches of study, and the putting into practice of the suggestions offered in this volume should aid in this process. (IBE)

377.255 SEX EDUCATION

BUNDESSEN, Herman N. **Vom Knaben zum Mann.** Ein Arzt berät die männliche Jugend. Rüslikon-Zürich, A. Müller Verlag, n. d. 152 p. fig. — Translation into German, by Dr. Hartwich, of a book on sex education for the benefit of adolescents and parents, written by the head of the Health Office in Chicago, and published in the United States under the title of "Towards Manhood". (IBE)

377.3 SOCIAL EDUCATION

HILLIARD, Pauline. **Improving Social Learnings in the Elementary School.** New York, Bureau of Publications, Teachers College, Columbia University, 1954. 144 p. bibl. (Teachers College Studies in Education). — Apprenticeship to life and to human relations depends on experience and not on the acquisition of knowledge. Hence the necessity of teaching a child to work with others, to make his own decisions, to keep to the purpose which he has set for himself, and to appraise the results obtained. (IBE)

377.31 INTERRACIAL EDUCATION

TIPTON, James H. **Community in Crisis.** The elimination of segregation from a public school system. New York, Bureau of Publications, Teachers College, Columbia University, 1953. 180 p. (Teachers College Studies in Education). — Account of a conflict which began in a small industrial town in America as a result of an incident provoked by anti-racial tension in a public school. The crisis which quickly spread to all the schools, and then to the whole town, finally resulted in the transformation of the schools which had formerly been segregated into schools admitting both white and Negro children. (IBE)

377.342 DEMOCRATIC EDUCATION

LINDBERG, Lucile. **The Democratic Classroom.** A guide for teachers. New York, Bureau of Publications, Teachers College, Columbia University, 1954. 115 p. bibl. (Teachers College Studies in Education). — Suggestions concerning ways of enabling children to acquire the skills needed for democratic living, stressing the importance of the group process and the necessity of helping the children to become active participants in the planning and carrying out of "projects", such as school services. Examples drawn from the author's experience with her own class or from visits to other classes. (IBE)

377.911 PROBLEM CHILDREN

SPIELER, J. I. **Comment prendre les enfants. II. L'enfant anxieux. III. Le menteur. IV. L'enfant qui travaille mal. V. L'enfant têtue.** 5 vol. Avignon, Ed. Aubanel, 1955. 84, 82, 80, 112 and 112 p. (Collection "L'enfant — ses complexes — leur guérison"). — First five numbers of a collection examining the various problems of difficult children and the attitude the teacher should adopt when faced with these problems. (IBE)

377.911 PROBLEM CHILDREN

CUTTS, Norma E. and MOSELEY, Nicholas. **The Only Child.** A Guide for Parents and Only Children of All Ages. New York, Putnam's Sons, 1954. 245 p. — Factors likely to cause an only child trouble not only in childhood but also in later life, and suitable methods to remedy them. The conclusions reached by the authors are based on interviews with the parents of only children and with the children themselves. (IBE)

378 (47) HIGHER EDUCATION — 37 B (47) HISTORY OF EDUCATION (U.S.S.R.)

PIENTCHKO, N. A. **Osnovanie moskovskogo oouniversiteta.** Moskva, Izdatelstvo moskovskogo oouniversiteta, 1953. 192 p. (A.M. Gorki Scientific Library). — Since the 1812 fire destroyed the archives of the University of Moscow, the author reconstructs the history of this institution from documents many of which have never been published. (IBE)

378 HIGHER EDUCATION

GROMPONE, Antonio M. **Universidad oficial y universidad viva.** Mexico, Instituto de investigaciones sociales, Universidad nacional, n. d. 308 p. bibl. — Preoccupied by the dangers arising from the tendency to place the university at the service of a dogma, a political conception or a social class, instead of considering its scientific and technical training, the director of the Uruguayan Institute for the training of secondary school teachers analyses the chief problems of the modern university: crisis of university activities, State universities and independent universities, administrative and organizational problems, university autonomy; the students, their social status and the growing interest for university careers; the professors, their training, appointment, academic freedom, etc. One chapter is reserved for the organization of the Uruguayan university. (IBE)

379.32 (73) FINANCING OF EDUCATION (U.S.A.)

HUTCHINS, Clayton D., and MUNSE, Albert R. **Public School Finance Programs of the United States.** Washington, D.C., Office of Education, Department of Health, Education, and Welfare (1955). 251 p. tabl. fig. — Concerns state and local procedures for financing public education in the United States and contains information on: school revenues for the 1953-1954 school year, state aid for local school systems, county and local support for education, and finance programmes for public education. (IBE)

379.39 (47) HEADMASTERSHIP

PIEROVSKY, E. I. **Roukovodstvo outchebno-vospitatelnoi v shkole.** 2nd ed. Moskva, Gossoudarstvennoe outchebno-pedagoghitcheskoe izdatelstvo Minis-

terstva prosvechtheniia R.S.F.S.R., 1954. 242 p. — Professional competence, wide general culture, love of education, ability to inspire and to maintain an atmosphere of confidence, such are the qualities required of a headmaster who ought not only to direct the teachers and the pupils' organizations, but also to be concerned with the preparation of examinations, the relationships between school and parents, and with the general control of school activities. (IBE)

379.5 (73) SCHOOLS AND THE PUBLIC

POND, Millard Z. and WAKEFIELD, Howard. **Citizens Survey Their School Needs.** A Description and Analysis of the Survey Activities of Citizens in Three Adjacent Districts in Ohio. Columbus, Ohio, College of Education, The Ohio State University, 1954. 118 p. fig. — "Citizens Survey Their School Needs" is the title of the first of a series of monographs on matters found to be of vital importance in the administration of public education in Ohio. Survey and recommendations of a group of citizens with a view to improving the schools in their district. Analysis of the work accomplished by the group. (IBE)

379.5 (73) SCHOOLS AND THE PUBLIC — 371.43 NEW EDUCATION — 379.8 (73) SCHOOL POLITICS AND STATE PROBLEMS (U.S.A.)

DARLING, Edward. **How We Fought for Our Schools.** A documentary novel. New York, Norton, 1954. 256 p. — A narrative, in the form of fiction, written with the collaboration of the Center for Field Studies of the Harvard Graduate School of Education, and based on true facts, of events which took place in several school districts arising out of criticism, often far from objective, of the American school system, and dealing also with the educational controversies which have recently aroused American public opinion on this subject. (IBE)

379.8 (47) SCHOOL POLITICS AND STATE PROBLEMS — 37 B (47) HISTORY OF EDUCATION (U.S.S.R.)

SMIRNOV, I. S. **Из истории строительства социалистической культуры в первый период советской власти (октябрь 1917-лето 1918).** 2nd ed. Moskva, Gossoudarstvennoe izdatel'stvo politicheskoi literatury, 1952. 256 p. — Historical summary of the first initiatives of the soviet State in the field of education. Analysis of the part played by the doctrine and the chief leaders in the transformation and widening of culture. Balance sheet of the result obtained in the U.S.S.R. in regard to raising the intellectual and moral level of the people. (IBE)

379.91 (43) SCHOOL LEGISLATION — 37 B (43) HISTORY OF EDUCATION (GERMANY)

FROESE, Leonhard (bearbeitet von). **Deutsche Schulgesetzgebung (1763-1952).** Weinheim & Berlin, Julius Beltz, n.d. 126 p. — Legislative texts concerning German education and the school system at different epochs: I. Prussian; II. German Empire; III. Germany today, preceded by an introduction by the author. (IBE)

379.91 (44) SCHOOL LEGISLATION — 372 (44) PRIMARY EDUCATION (FRANCE)

LETERRIER, L. **Programmes, instructions, répartitions mensuelles et hebdomadaires.** Enseignement du premier degré. Paris, Hachette (1954). 568 p. — Official texts concerning the distribution of work, employment of time, examinations and school regulations in infant schools, primary schools and further education courses in France. (IBE)

379.91 (45) SCHOOL LEGISLATION — 373 (45) SECONDARY EDUCATION — 371.18 (45) TEACHERS' ASSOCIATIONS (ITALY)

PARISI, A., NALDINI, L., BERNABO, A. **Le Scuole medie nei loro ordinamenti.** Torino, L'Eco della Scuola Nuova, 1953. 74 p. — Legislation and regulations relative to various types of Italian secondary schools followed by an account of the history and activity of the National Federation of Secondary Teachers. (IBE)

379.91 (46) SCHOOL LEGISLATION — 373.5 (46) VOCATIONAL EDUCATION (SPAIN)

Legislación de Enseñanza media y profesional. III. IV. 2 vol. Madrid, Oficina de publicaciones de la Dirección general de Enseñanza laboral y del Patronato nacional

de Enseñanza media y profesional, 1954 & 1955. 298 & 114 p. — Collection of legislative regulations in Spain governing the *Institutos laborales*, the secondary education establishments of a vocational type. (IBE)

131 PSYCHO-ANALYSIS

JUNG, C. G. *Welt der Psyche*. Eine Auswahl zur Einführung. Zürich, Rascher Verlag, 1954. 165 p. — Selections from the author's works serving as an introduction to Jung's psychology. I. Nature of dreams; II. Psychology and poetry; III. Psychotherapy and *Weltanschauung*; IV. Contribution to the symbolism of the "ego"; V. Theoretic reflections on the nature of the human spirit. (IBE)

136.7 CHILD PSYCHOLOGY — 370.46 EDUCATIONAL PSYCHOLOGY

HAZAN, Emile. *Abrégé de psychologie de l'enfant et de pédagogie pratique*. Paris, Nathan (1955). 207 p. bibl. — Survey of the psychological development of a child, intended for student teachers and supply teachers. Practical application of the knowledge of a child to the teaching of the various subjects in the curriculum. Analytical bibliography of essential works which ought to figure in the teacher's educational psychology library. (IBE)

136.7 CHILD PSYCHOLOGY — 371.303 PLAY

CHATEAU, Jean. *Le réel et l'imagination dans le jeu de l'enfant*. Essai sur la genèse de l'imagination. 2nd ed. Paris, Vrin, 1955. 292 p. pl. (Etudes de psychologie et de philosophie, VII). — A re-edition of an important work on the nature, the discipline, and the role of play among children, the author seeking to solve, through his study of the play activity, the problems of child perception and imagination. (IBE)

136.7 CHILD PSYCHOLOGY

PIAGET, Jean. *Das moralische Urteil beim Kinde*. Zürich, Rascher Verlag, 1954. 464 p. — Translation into German, by Lucien Goldmann, of a book published in 1932 in Paris, by Alcan, under the title *Le jugement moral chez l'enfant*. (IBE)

136.7 CHILD PSYCHOLOGY

PIAGET, Jean. *Die Bildung des Zeitbegriffs beim Kinde*. Zürich, Rascher Verlag, 1955. 398 p. — German translation, by Gertrud Meili-Dworetzki, of a book published in 1946, by the Presses universitaires de France, under the title *La genèse du temps chez l'enfant*. (IBE)

136.7 CHILD PSYCHOLOGY

MOSER, Clarence G. *Understanding Boys*. 2nd ed. New York, Association Press, 1954. 190 p. — A boy's physical, mental, social and emotional growth at every stage, from infancy through adolescence. The role played by his parents, teachers, religious leaders, club leaders and agency leaders; their influence, either good or bad, on the development of a young boy. (IBE)

15 PSYCHOLOGY

WERNER, Heinz. *Comparative Psychology of Mental Development*. Rev. ed. New York, etc., Follett Publishing Company, cop. 1948. 564 p. fig. addenda (38 p.), bibl. — English version, re-worked for the American reader, of a well-known German book on psychology. Using the comparative method to study the development of intelligence, the author finds the same structural principles of mental organization to hold in the mental life of children, of "primitive" men, and of certain psychotics. The three parts of the book deal successively with (a) the fields, the problems, and the methods of developmental psychology; (b) primitive mental activities (sensorimotor, perceptual and affective organization, imagery, notions of space and time, action, thought processes); (c) the world and personality. (IBE)

15 PSYCHOLOGY

IVANOV, P. I. *Psikhologhia*. Moskva, Gossoudarstvennoe outchebno-pedagoghicheskoe izdatelstvo Ministerstva prosvechtcheniia R.S.F.S.R., 1954.

376 p. — Treatise on psychology for educational institutes. Apart from the passages reflecting the author's ideas on the individual and society, an important place is reserved for the doctrine of Pavlov and to the teaching of Marxism, particularly that concerning the acquisition of habits and character training. (IBE)

15 PSYCHOLOGY

SERCHIENOV, I. M. *Izbrannyye proizvedeniya*. Moskva, Gossoudarstvennoe outchebno-pedagogicheskoe izdatelstvo Ministerstva prosvechtheniya R.S.F.S.R., 1953, 335 p. — Selected works from the teacher and inspirer of Pavlov, showing the ideas arising out of the author's discoveries with regard to higher nervous activity, as well as his motivated hypotheses or his certainties concerning the heredity of acquired characters, determinism, reality of the objective world and the physiological sources of the mental life. (IBE)

613.86 MENTAL HYGIENE

COLEMAN, Lester L. *Freedom From Fear*. New York, Hawthorn Books, Inc., 1954. 285 p. gloss. — A New York physician and surgeon tackles the subject of fear and shows that no-one is really immune from fear and anxiety: parents' fears, child and adolescent fears, fear and disease, contagion of fear, etc. Using actual case histories to illustrate his points, the author shows how through self-understanding and emotional security it is possible to banish the lurking and often hidden fears that are such a handicap to happy and successful living. (IBE)

By subscribing to the "International Service of Education Card Indexes", librarians and educationists wishing to establish a record of recent books on education may obtain copies of the Bureau's bibliographical notices, printed on one side of the paper only, suitable for mounting on index cards.

III. ACTIVITY OF THE BUREAU

ADMINISTRATIVE DIVISION

Twenty-first Meeting of the Council

The twenty-first meeting of the Council was held on Saturday, 9th July, 1956, at the International Bureau of Education, under the chairmanship of Messrs. Alfred Borel and Lucien Paye.

C. 172. — MEMBERSHIP OF THE GOVERNMENTS OF THE U.S.S.R., THE UKRAINIAN S.S.R. AND THE BYELO-RUSSIAN S.S.R.

The Council

Recognises the government of the Union of Socialist Soviet Republics as a Member of the International Bureau of Education ;

Expresses deep satisfaction at this association of the government of the Union of Socialist Soviet Republics with the work of international collaboration in the field of education undertaken by all Members of the Bureau.

The Council

Recognises the government of the Ukrainian Socialist Soviet Republic as a Member of the International Bureau of Education ;

Expresses deep satisfaction at this association of the government of the Ukrainian Socialist Soviet Republic with the work of international collaboration in the field of education undertaken by all Members of the Bureau.

The Council

Recognises the government of the Byelo-Russian Socialist Soviet Republic as a Member of the International Bureau of Education ;

Expresses deep satisfaction at this association of the government of the Byelo-Russian Socialist Soviet Republic with the work of international collaboration in the field of education undertaken by all Members of the Bureau.

C. 173. — ELECTION OF COUNCIL OFFICERS

Mr. Lucien Paye (France) was elected chairman, and Messrs. Löffler (German Federal Republic), Mario Raúl Pico (Argentina), El Sayed Youssef (Egypt), Miss Irene Leite da Costa (Portugal) and Mrs. Doubrovina (U.S.S.R.) vice-chairmen.

C. 174. — INQUIRIES IN PROGRESS

The Council

Duly notes that the questionnaires of the two inquiries on the teaching of mathematics in secondary schools and on school inspection, of which the text was approved by the Executive Committee at its Thirty-second Meeting, have been sent to the Ministries of Education of the several countries ;

Requests the Ministries of Education to send their replies at their earliest possible convenience, in order that they may be included in the volumes to be published on these two questions and which will serve as working papers for the XIXth International Conference on Public Education to be held in 1956.

C. 175. — PERMANENT EXHIBITION OF PUBLIC EDUCATION

The Council

Thanks the government of the U.S.S.R. for the institution of a new stand in the Permanent Exhibition of Public Education ;

Wishes to express its gratitude to the school authorities of Austria, France, German Federal Republic, Italy, Switzerland and Yugoslavia, for contributing to the work of the XVIIIth International Conference on Public Education by devoting part of their stand in the Permanent Exhibition of Public Education to illustrate the teaching of art and the financing of education, two topics which were on the agenda of the Conference ;

Authorises the Director to undertake whatever negotiations may be desirable with a view to obtaining the space necessarily required for the development of the Exhibition ;

Again invites countries not yet represented in the Permanent Exhibition of Public Education to consider being represented.

C. 176. — GIFT OF THE MINISTRY OF EDUCATION FOR ITALY

The Council

Warmly thanks the Italian Ministry of Education for the gift of eighteen plaster casts of famous sculptures representing childhood, for the decoration of the International Educational Library and the secretariat of the International Bureau of Education.

C. 177. — INTERNATIONAL EDUCATIONAL LIBRARY

The Council

Notes with pleasure the growth of the documentary collections of the International Bureau of Education concerning (a) education and child psychology, (b) school legislation and organization, (c) school textbooks, (d) children's literature and (e) educational journals ;

Warmly thanks the education authorities and the publishers for the welcome they have given to the requests of the International Bureau of Education for books ;

Requests the delegates of the 66 governments represented at the XVIIIth International Conference on Public Education to impress upon the school authorities of their respective countries the value of regularly sending their publications to the Bureau and thus keeping up-to-date the section reserved for them in each of the documentary collections ;

Requests the school authorities of the different countries to send to the International Bureau of Education five copies of school curricula and syllabuses, so that the Bureau may place them at the service of school authorities wishing to consult them.

C. 178. — XIXTH INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

The Council

Is gratified with the progress towards universality of the International Conference on Public Education and takes note of the explanations given by the Director of the International Bureau of Education.

RESEARCH DIVISION

Inquiry on School Inspection. — The Bureau has begun the analysis of the 28 replies received up to the present from the Ministries of Education in connection with the questionnaire transmitted to them. The following countries have replied to this inquiry : Afghanistan, Cambodia, Ceylon, Costa Rica, Cuba, Denmark, Ecuador, Greece, India, Iraq, Ireland, Israel, Lebanon, Liberia, Luxemburg, Monaco, Netherlands, Norway, Panama, Peru, Philippines, Salvador, Spain, Sweden, Thailand, Turkey, Union of Burma, United Kingdom.

Inquiry on the Teaching of Mathematics in Secondary Schools. — The Bureau is analysing the 35 replies to the questionnaire of this inquiry transmitted by the Ministries of Education. Replies have been received from the following countries : Afghanistan, Bulgaria, Ceylon, Chile, Colombia, Costa Rica, Denmark, Ecuador, Finland, France, Greece, Guatemala, Haiti, Iraq, Israel, Italy, Japan, Laos, Liberia, Monaco, Netherlands, New Zealand, Nicaragua, Norway, Peru, Salvador, Spain, Sweden, Syria, Thailand, Union of Burma, U.S.S.R., United Kingdom (except Scotland), United States, Vietnam.

INFORMATION DIVISION

International Educational Library. — Books received during the third quarter of 1955 : books on psychology, education, school legislation and organization, 723 ; school textbooks, 758 ; children's books, 432 ; total, 1,908.

Publications. — Just published : XVIIIth International Conference on Public Education 1955. 134 p. 4 Swiss francs.

Publications of the International Bureau of Education

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Guide du Voyageur s'intéressant aux écoles . . . Out of print 2. La Paix par l'Ecole. P. Bovet. Work of the International Conference at Prague Fr. 2.— 3. Education, Travail et Paix. Albert Thomas . . . Out of print
L'Education et la Paix. Bibliographie. Out of print 4. Le Bilinguisme et l'Education. Work of the International Conference at Luxemburg Out of print 5. Correspondances interscolaires. P. Bovet Out of print 6. The Co-operation of School and Home. In French and German Out of print
In English and Spanish Fr. 0.60 7. Comment faire connaître la Société des Nations et développer l'esprit de coopération internationale. Premier cours Out of print 8. Troisième cours Out of print 9. Quatrième cours Out of print 10. Cinquième cours Out of print 11. Children's Books and International Goodwill. 2nd Ed. In French and English Fr. 5.50 12. L'enseignement de l'Histoire du Travail. Fernand Maurette Out of print 13. L'Education en Pologne Out of print 14. Quelques méthodes pour le choix des livres des Bibliothèques scolaires Out of print 15. Some Methods employed in the Choice of Books for School Libraries Out of print 16. La pédagogie et les problèmes internationaux d'après-guerre en Roumanie. C. Kiritzescu . . . Out of print 17. Le Bureau international d'Education (Illustrated) Out of print 18 A. Plan for the Classification of Educational Documents Fr. 1.50 19. La Préparation à l'Education familiale Fr. 3.50 20. Le Bureau international d'Education en 1930-1931 Fr. 2.50 21. Le Bureau international d'Education en 1931-1932 Fr. 2.50 22. La Paix et l'Education. Dr. Maria Montessori. Fr. 1.50 23. Peace and Education. Dr. Montessori. Fr. 1.50 24. L'Organisation de l'Instruction publique dans 53 pays (with diagrams) Fr. 11.— 25. L'Instruction publique en Egypte Fr. 1.50 26. L'Instruction publique en Estonie Fr. 1.50 27. Annuaire international de l'Education et de l'Enseignement 1933 Out of print 28. La coordination dans le domaine de la littérature enfantine Fr. 1.50 29. La situation de la femme mariée dans l'enseignement Out of print | <ol style="list-style-type: none"> 30. Travail et congés scolaires Fr. 3. 31. Le Bureau international d'Education en 1932-1933 Fr. 2. 32. Les économies dans le domaine de l'Instruction publique Fr. 2. 33. La scolarité obligatoire et sa prolongation Out of print 34. L'admission aux écoles secondaires Out of print 35. Annuaire international de l'Education et de l'Enseignement 1934 Fr. 14 36. La réforme scolaire polonaise Out of print 36 bis. Le Bureau international d'Education en 1933-1934 Fr. 1 37. III^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions Out of print 38. Le self-government à l'école Fr. 4 39. Le travail par équipes à l'école Out of print 40. La formation professionnelle du personnel enseignant secondaire Out of print 41. Les Conseils de l'Instruction publique Fr. 1 42. La formation professionnelle du personnel enseignant primaire Out of print 43. Annuaire international de l'Education et de l'Enseignement 1935 Out of print 44. Le Bureau international d'Education en 1934-1935 Fr. 1 45. IV^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions Fr. 2 46. Les périodiques pour la jeunesse Out of print 47. La législation réglant les constructions scolaires Out of print 48. L'organisation de l'enseignement rural Out of print 49. L'organisation de l'enseignement spécial Fr. 4 50. Annuaire international de l'Education et de l'Enseignement 1936 Out of print 51. Le Bureau international d'Education en 1935-1936 Fr. 1 52. V^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions Fr. 2 53. L'enseignement de la psychologie dans la préparation des maîtres Out of print 54. L'enseignement des langues vivantes Out of print 55. L'inspection de l'enseignement Out of print 56. Annuaire international de l'Education et de l'Enseignement 1937 Out of print 57. Le Bureau international d'Education en 1936-1937 Fr. 1 58. VI^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions Out of print 59. Elaboration, utilisation et choix des manuels scolaires Out of print |
|--|--|

1. L'enseignement des langues anciennes	Fr. 5.50	92. L'égalité d'accès à l'enseignement du second degré	Fr. 5.—
2. La rétribution du personnel enseignant primaire	Fr. 9.—	93. IX ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Out of print
3. Annuaire international de l'Éducation et de l'Enseignement 1938	Out of print	94. Annuaire international de l'Éducation et de l'Enseignement 1946 (bound Fr. 12.—)	Fr. 10.—
4. Le Bureau international d'Éducation en 1937-1938	Fr. 1.50	95. The Teaching of Hygiene in Primary and Secondary Schools.	Fr. 2.—
5. VII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions	Fr. 4.50	96. Equality of Opportunity for Secondary Education	Fr. 2.—
6. Annuaire international de l'Éducation et de l'Enseignement 1939	Out of print	97. La gratuité du matériel scolaire	Fr. 7.—
7. La rétribution du personnel enseignant secondaire	Fr. 9.—	98. L'éducation physique dans l'enseignement secondaire.	Fr. 7.—
8. L'enseignement de la géographie dans les écoles secondaires	Fr. 7.—	99. X ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 5.—
9. L'organisation de l'éducation préscolaire	Fr. 7.—	100. Xth International Conference on Public Education. Proceedings and Recommendations	Fr. 5.—
10. Le Bureau international d'Éducation en 1938-1939	Fr. 1.50	101. Annuaire international de l'Éducation et de l'Enseignement 1947	Fr. 15.—
11. VIII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et résolutions	Fr. 4.50	*102. L'enseignement de l'écriture	Fr. 5.—
12. Le Bureau international d'Éducation en 1939-1940	Fr. 1.50	*103. The Teaching of Handwriting	Fr. 5.—
13. L'organisation des bibliothèques scolaires.	Fr. 7.—	*104. Les psychologues scolaires	Fr. 5.—
14. L'éducation physique dans l'enseignement primaire	Out of print	*105. School Psychologists	Fr. 5.—
15. Le Bureau international d'Éducation en 1940-1941	Fr. 1.50	*106. XI ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 5.—
16. L'enseignement ménager dans les écoles primaires et secondaires	Fr. 9.—	*107. XIth International Conference on Public Education. Proceedings and Recommendations.	Fr. 5.—
17. The International Bureau of Education in 1940-1941	Out of print	*108. Annuaire international de l'Éducation et de l'Enseignement 1948	Fr. 15.—
18. Le Bureau international d'Éducation en 1941-1942	Fr. 2.—	*109. International Yearbook of Education 1948	Fr. 15.—
19. L'enseignement des travaux manuels dans les écoles primaires et secondaires	Fr. 8.—	*110. L'initiation aux sciences naturelles à l'école primaire	Fr. 6.—
20. The International Bureau of Education in 1941-1942	Fr. 2.—	*111. Introduction to Natural Science in Primary Schools.	Fr. 6.—
21. Les précurseurs du Bureau international d'Éducation. P. Rossello	Fr. 8.—	*112. L'enseignement de la lecture.	Fr. 6.—
22. Le Bureau international d'Éducation en 1942-1943	Fr. 2.—	*113. The Teaching of Reading	Fr. 6.—
23. The International Bureau of Education in 1942-1943	Fr. 2.—	*114. XII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—
24. Le Bureau international d'Éducation et la reconstruction éducative d'après-guerre	Out of print	*115. XIIth International Conference on Public Education. Proceedings and Recommendations.	Fr. 3.—
25. The International Bureau of Education and Post-War Educational Reconstruction	Fr. 1.—	*116. La formation professionnelle du personnel enseignant primaire (deuxième édition)	Fr. 8.—
26. Recueil des recommandations formulées par les Conférences internationales de l'Instruction publique	Out of print	*117. Primary Teacher Training.	Fr. 8.—
27. Recommendations of the International Conferences on Public Education.	Fr. 3.—	*118. Annuaire international de l'Éducation et de l'Enseignement 1949	Fr. 10.—
28. L'Instruction publique en Hongrie. J. Somogyi	Fr. 5.—	*119. International Yearbook of Education 1949	Fr. 10.—
29. Reconstruction éducative. Livre blanc anglais sur la réforme scolaire. Board of Education	Fr. 2.—	*120. L'initiation mathématique à l'école primaire	Fr. 6.—
30. Le Bureau international d'Éducation en 1943-1944	Fr. 2.—	*121. Introduction to Mathematics in Primary Schools	Fr. 6.—
31. The International Bureau of Education in 1943-1944	Fr. 2.—	*122. L'enseignement des travaux manuels dans les écoles secondaires	Fr. 4.—
32. L'enseignement de l'hygiène dans les écoles primaires et secondaires	Out of print	*123. The Teaching of Handicrafts in Secondary Schools.	Fr. 4.—

*124. Conférences Internationales de l'Instruction publique. Recueil de Recommandations, 1934-1950	Fr. 3.—	*145. International Yearbook of Education 1952	Fr. 6
*125. International Conferences on Public Education. Collected Recommendations, 1934-1950	Fr. 3.—	*146. La rétribution du personnel enseignant primaire (deuxième édition)	Fr. 7
*126. XIII ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 3.—	*147. Primary Teachers' Salaries	Fr. 7
*127. XIIIth International Conference on Public Education. Proceedings and Recommendations	Fr. 3.—	*148. La formation du personnel enseignant primaire (deuxième partie)	Fr. 2
*128. Cantines et vestiaires scolaires	Fr. 3.—	*149. Primary Teacher Training (second part)	Fr. 2
*129. School Meals and Clothing	Fr. 3.—	*150. XVI ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 2
*130. Annuaire international de l'Éducation et de l'Enseignement 1950	Fr. 8.—	*151. XVIth International Conference on Public Education. Proceedings and Recommendations	Fr. 2
*131. International Yearbook of Education 1950	Fr. 8.—	*152. Annuaire international de l'Éducation 1953.	Fr. 9
*132. La scolarité obligatoire et sa prolongation	Fr. 5.—	*153. International Yearbook of Education 1953	Fr. 9
*133. Compulsory Education and its Prolongation	Fr. 5.—	*154. La formation professionnelle du personnel enseignant secondaire (deuxième édition)	Fr. 9
*134. XIV ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 4.—	*155. Secondary Teacher Training	Fr. 9
*135. XIVth International Conference on Public Education. Proceedings and Recommendations	Fr. 4.—	*156. La rétribution du personnel enseignant secondaire (deuxième édition)	Fr. 2
*136. Annuaire international de l'Éducation et de l'Enseignement 1951	Fr. 8.—	*157. Secondary Teachers' Salaries	Fr. 2
*137. International Yearbook of Education 1951	Fr. 8.—	*158. XVII ^e Conférence internationale de l'Instruction publique 1954	Fr. 2
*138. L'enseignement des sciences naturelles dans les écoles secondaires	Fr. 5.—	*159. XVIIth International Conference on Public Education 1954	Fr. 2
*139. Teaching of Natural Science in Secondary Schools	Fr. 5.—	*160. Annuaire international de l'Éducation 1954	Fr. 10
*140. L'accès des femmes à l'éducation.	Fr. 5.—	*161. International Yearbook of Education 1954	Fr. 10
*141. Access of Women to Education	Fr. 5.—	*162. Le financement de l'éducation	Fr. 2
*142. XV ^e Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations	Fr. 4.—	*163. Financing of Education	Fr. 2
*143. XVth International Conference on Public Education. Proceedings and Recommendations	Fr. 4.—	*164. L'enseignement des arts plastiques dans les écoles secondaires	Fr. 7
*144. Annuaire international de l'Éducation et de l'Enseignement 1952	Fr. 8.—	*165. Teaching of Art in Primary and Secondary Schools	Fr. 7
		*166. XVIII ^e Conférence internationale de l'Instruction publique 1955.	Fr. 4
		*167. XVIIIth International Conference on Public Education 1955.	Fr. 4

(Prices in Swiss Francs)

* Published jointly by Unesco and the International Bureau of Education.

SUBSCRIPTIONS

Bulletin of the International Bureau of Education — Quarterly in English and French — Annual subscription: 10 Swiss francs
 International Education Card Index Service: 5 Swiss francs. Bulletin and Card Index Service: 12 Swiss francs.

Publications of the International Bureau of Education. All publications of the Bureau appearing in the course of the year are sent free to subscribers to the Publications Service (including the Bulletin and Card Index Service). Annual subscription: 30 Swiss francs.

All subscriptions begin from January 1st.

These publications can be ordered through bookstores or from the

INTERNATIONAL BUREAU OF EDUCATION
 GENEVA

Postal cheque account: L. 804